

Clinical Psychology, Doctor of Philosophy (Ph.D.)

The following list of courses can be taken to obtain a Doctor of Philosophy degree with a major in Clinical Psychology.

To view the course syllabus, click on the desired course below.

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* This course is a Practicum, Thesis, Dissertation, Internship, or Independent Study and therefore has no syllabus.

COURSE NUMBER Psychology 560

COURSE TITLE Advanced Physiological Psychology

CREDIT HOURS 3 (lecture)

SEMESTER/YEAR Fall 2007

Location of Class Meeting AB4-205

Class Meeting Times TTH 12:30-1:50

Instructor Christopher Wilson, Ph.D.

Office Location AB4, Room 319

Instructor Contact Information 936-294-3052; Wilson@shsu.edu

Office Hours MWF 3-4 pm; TTH 2-3 pm

Course Description The course is one that considers the input of neural mechanisms in behaviors, how the environment plays a role in changing the brain and how the brain, then, affects behavior. A study is made of neuroanatomical, neurochemical, and neurophysiological mechanisms of such psychological processes as sensation/perception, movement, learning, memory, and emotion. The course also looks at underlying mechanisms for dysfunctions such as the apraxias, the aphasias, Parkinsonism, etc.

Course Objectives

1. To gain an understanding of nervous system structure and function

Learning outcome: you will be able to locate and identify the areas of the central nervous system and delineate the types of behaviors in which each is involved.

2. To gain an understanding of neurochemical systems within the nervous systems.

Learning outcome: you will be able to identify the major types of neurotransmitter systems within the brain and the functional/behavioral significance of each.

Learning outcome: you will be able to predict behavioral abnormalities based upon changes in the levels of particular neurotransmitter substances and to predict changes in neurotransmitter levels based upon changes in behavior.

3. To gain an understanding how sensory information gets from the environment into the brain, how that information is coded and decoded, and how that information can be used to direct behavior.

Learning outcome: you will have a working model of how physical/environmental information is encoded for use by the brain and how the information is processed to turn mere sensation into perception by the brain.

Learning outcome: you will be able to predict various types of perceptual abnormalities based upon damage to particular areas of the brain.

4. To gain an appreciation for the complexity of systems involved in initiating behavioral processes.

Learning outcome: you will be able to show how neural impulses are converted to particular behavioral/muscular movements having an effect on the environment.

Learning outcome: you will be able to determine the primary site of damage occurring with several common (and sometimes not so common) behavioral abnormalities.

Learning outcome: you will be able to predict dysfunctions of communication based upon neural damage and neural damage based upon the type and degree of communication difficulty.

5. To gain an understanding of the role of neural structures underlying psychological phenomena.

Learning outcome: you will be able to demonstrate knowledge of primary mechanisms/systems involved in learning, reward, and drug addiction.

Learning outcome: you will be able to demonstrate knowledge of how information is taken from the environment and how that information is converted to actions by the individual on the environment.

Required Text Bear, Connors, & Paradiso, Neuroscience: Exploring the Brain: Lippincott, Williams & Wilkins, 2007.

Syllabus

August 21-28	Philosophical Background Research Methods	Chapter 1 Chapters 1-2
August 30- Sep 6	Microneuroanatomy	Chapter 2
Sep 11-18	Macroneuroanatomy Psychopharmacology	Chapter 7 Chapter 6
Sept 20	Exam 1	
Sep 25- Oct 4	Cell Communication	Chapters 3,4,5
Oct 9-16	Sensation-Vision Visual Dysfunctions associated With Primary Neurological Damage	Chapters 8-10
Oct 23	Exam 2	
Oct 25-30	Motor Systems Motor Dysfunctions associated With Primary Neurological Damage	Chapters 13-14
Nov 1-8	Sleep/Arousal Sleep Dysfunctions	Chapter 19
Nov 13	Exam 3	
Nov 15	Emotion and Motivation	Chapter 18
Nov 20	Learning	Chapters 24-25
Nov 22	Thanksgiving Break	
Nov 27-30	Learning	
Dec 1-6	Human Communication Communication Problems due to Neural Damage	Chapter 20
Final Exam Period	Exam 4	

Grade Policy

There will be four exams in this course and your grade will be determined by the total number of points accumulated on four classroom exams. If you miss an examination, you may take a make-up of that examination, but beware, you may take only one make-up exam during the semester.

In the lecture section of this course, if you miss six classes, your final grade will drop by one letter grade. If you miss ten classes, your grade will drop by two letter grades. If you miss twelve classes, you will receive an F for the semester.

Your grade will be based upon the following schema:

A = 360-400

B = 320-359

C = 280-319

Visitors in the Classroom

Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

Religious Holidays

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

Americans with Disabilities Act

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

Academic Dishonesty

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Attendance Policy:

You are expected to attend every class. If you miss six classes, your final grade will drop by one letter grade. If you miss ten classes, your grade will drop by two letter grades. If you miss twelve classes, you will receive an F for this course.

Psychopathology- PSY 530 Spring 2008 Syllabus

Instructor: Heather Littleton, Ph.D.

Class meeting time and location: T & Th 9:30-10:50, AB IV 204

Credit hours: 3

Office: AB IV 331

Phone: 294-4621

E-mail: littleton@shsu.edu

Office hours: Tuesdays and Thursdays from 11:00-12:00 and by appointment.

Course Information:

This course examines psychological disorders and involves review, critical evaluation, and integration of current scientific literature regarding diagnosis, phenomenology, and etiology. Issues in the application of the multiaxial diagnostic system in clinical practice are discussed.

The format of this course will be seminar-based. It is expected that students will actively participate in discussion of the issues covered, guided by the instructor. Students will complete QOTP papers for each class to help them in being prepared to contribute to class discussion. An additional aspect of the class will be discussion of clinical case studies.

Course Materials:

Adams, H. E., & Sutker, P. E. (2004). *Comprehensive handbook of psychopathology*. (3rd ed.), New York: Springer.

Course readings- available on Blackboard

Clinical case studies- available on Blackboard

Course Challenges:

1. Develop a comprehensive understanding of, and be able to apply, the multiaxial diagnostic system as outlined in the DSM-IV.
2. Be able to critically evaluate the scientific literature with regard to the development, expression, and maintenance of psychopathology.
3. Understand how factors such as culture, ethnicity, gender, and socioeconomic status can affect the development and expression of psychopathology.
4. Be able to critically evaluate the strengths and weaknesses of the current diagnostic system as well as alternate diagnostic systems.

Instructor Obligations:

1. Foster student understanding of the topics covered in the course.
2. Present the material in a manner that is interesting and fosters learning.
3. Act as a facilitator and mentor to students as opposed to taking the “knowledge transmission” stance.
4. Encourage students to be actively engaged in learning.
5. Treat students with respect.

Student Obligations:

1. Be active participants in own learning.
2. Believe that making a personal effort to learn is the best approach.
3. Be willing to put aside preconceptions.
4. Treat the instructor and other students with respect.

Grade breakdown:

1. Class participation and attendance, 100 points total.
2. Examinations: Two take-home, essay examinations at 100 points each
3. Course paper: 100 points
4. 400 total points possible.

Description of grading criteria:

Class participation and attendance

To receive full credit for participation and attendance, you are expected to arrive to class on time and remain for the full class period. It is also expected that you will come to class prepared: all readings for the day are completed and you have prepared several questions or issues you can contribute to class discussion using the QQTTP format. These questions will be randomly collected at any time during the semester. It is also expected that you will be an active contributor to the class discussion. Four times during the semester, you will receive a numeric grade for your participation and attendance for that portion of the semester.

Examinations

Two examinations will be administered: a mid-term and a final exam. These exams will be take home, open book/note. Examination questions will require evaluation, analysis, and synthesis of material to earn full credit. It is expected that these examinations will be an independent effort. Examinations are expected to be type-written, double spaced, and proofread.

Course paper

For the course paper, you are expected to choose one particular form of psychopathology and provide information about its incidence, prevalence, diagnostic criteria, associated symptoms, and average age of onset. In addition, you are to provide extensive discussion of an etiological model with regard to its development, expression, and/or maintenance. Your paper should demonstrate a clear understanding of the etiological model. The course paper should be approximately 7 pages, type-written, double spaced, with standard margins. Your paper should follow proper APA format and you should use original source material. You are also expected to make a ten minute oral presentation to the class summarizing the findings of your paper.

Course Schedule:

January 17th. Introduction. Course overview. What is psychopathology? Introduction to the multiaxial system.

Readings:

- Chapter 1, "The classification of abnormal behavior: An overview" Adams & Sutker text
- Bergner, R. M. (1997). What is psychopathology? And so what? *Clinical Psychology: Science and Practice*, 4, 235-248.

January 22nd. The multiaxial classification system. Issues in classifying psychopathology.

Readings:

- Widiger, T. A. & Samuel, D. B. (2005). Diagnostic categories or dimensions? A question for the *Diagnostic and Statistical Manual of Mental Disorders- Fifth Edition*. *Journal of Abnormal Psychology*, 114, 494-504.
- Chapter 2, "Methodological issues in clinical diagnosis" Adams & Sutker text

January 24th. Prevalence of psychopathology and cross cultural issues. (E-class)

Readings:

- Breslau, J., Aguilar-Gaxiola, S., Kendler, K. S., Su, M., Williams, D., & Kessler, R. C. (2006). Specifying race-ethnic differences in risk for psychiatric disorder in a USA national sample. *Psychological Medicine*, 36, 57-68.
- Draguns, J. G., & Tanaka-Matsumi, J. (2003). Assessment of psychopathology across and within cultures: Issues and findings. *Behaviour Research and Therapy*, 41, 755-776.

January 29th. Models of the development of psychopathology.

Readings:

- Bronfenbrenner, U., & Ceci, S. J. (1994). Nature-nurture reconceptualized in

developmental perspective: A bioecological model. *Psychological Review*, 101, 568-586.

-Zuckerman, M. (1999). Diathesis-stress models. *Vulnerability to psychopathology: A biosocial model* (pp. 3-23). Washington, D.C.: American Psychological Association.

January 31st. Adversity and stress in psychopathology. *List of paper topics due*

Readings:

-Kaslow et al. (1998). Factors that mediate and moderate the link between partner abuse and suicidal behavior in African American women. *Journal of Consulting and Clinical Psychology*, 66, 533-540.

-Dohrenwend, B. P. (2000). The role of adversity and stress in psychopathology: Some evidence and its implications for theory and research. *Journal of Health and Social Behavior*, 41, 1-19.

February 5th. Emphasis on stress-related etiologies. Posttraumatic stress disorder.

Readings:

-Chapter 8, "Posttraumatic stress disorder" Adams & Sutker text.

-Brewin et al. (2000). Meta-analysis of risk factors for posttraumatic stress disorder in trauma-exposed adults. *Journal of Consulting and Clinical Psychology*, 68, 748-766.

-Ozer, E. J., et al. (2003). Predictors of posttraumatic stress disorder and symptoms in adults: A meta-analysis. *Psychological Bulletin*, 129, 52-73.

-Wilson (2004). PTSD and complex PTSD: Symptoms, syndromes, and diagnoses. In J. P. Wilson and T. M. Keane (Eds.). *Assessing psychological trauma and PTSD*.

-Case 1

February 7th. Substance-related disorders. *First participation evaluation*

Readings:

-Chapter 20, "Substance abuse: An overview" Adams & Sutker text

-Case 2

February 12th. Substance-related disorders continued.

Readings:

-Chapter 21, "Alcohol-related disorders: Psychopathology, diagnosis, etiology, and treatment" Adams & Sutker text

-Spooner, C. (1999). Causes and correlates of adolescent drug abuse and implications for treatment. *Drug and Alcohol Review*, 18, 453-475.

February 14th. Dissociative and somatoform disorders.

Readings:

- Chapter 10, "Dissociative disorders" Adams & Sutker text
- Chapter 9, "Somatoform and factitious disorders" Adams & Sutker text
- Rief, W., & Broadbent, E. (2007). Explaining medically unexplained symptoms-models and mechanisms. *Clinical Psychology Review*, 27, 821-841.
- Case 3

February 19th. Emphasis on multiple etiologies. Mood disorders.

Readings:

- Chapter 11, "Mood disorders: Unipolar and bipolar" Adams & Sutker text
- Scher, C. D., Ingram, R. E., & Segal, Z. V. (2005). Cognitive reactivity and vulnerability: Empirical evaluation of construct activation and cognitive diatheses in unipolar depression. *Clinical Psychology Review*, 25, 487-510.

February 21st. Mood disorders continued.

Readings:

- Yap, M. B., et al. (2007). Using an emotion regulation framework to understand the role of temperament and family processes in risk for adolescent depressive disorders. *Clinical Child and Family Psychology Review*, 10, 180-196.

February 26th. Mood disorders continued.

Reading:

- Alloy et al. (2005). The psychosocial context of bipolar disorder: Environmental, cognitive, and developmental risk factors. *Clinical Psychology Review*, 25, 1043-1075.
- Carlson, G. A., & Meyer, S. E. (2006). Phenomenology and diagnosis of bipolar disorder in children, adolescents, and adults: Complexities and developmental issues. *Development and Psychopathology*, 18, 939-969.
- Case 4

February 28th. Anxiety disorders. *Mid-term distributed*

Readings:

- Chapter 6, "Generalized anxiety disorders, panic disorder, and phobias" Adams & Sutker text
- Rapee, R. M., & Spence, S. H. (2004). The etiology of social phobia: Empirical evidence and an initial model. *Clinical Psychology Review*, 24, 737-767.
- Case 5

March 4th. Anxiety disorders continued. *Mid-term due

Readings:

-Abramowitz, J. S., et al. (2007). Psychological theories of obsessive-compulsive disorders. In E. Storch, G. Geffken, and T. Murphy (Eds.). *Handbook of child and adolescent obsessive-compulsive disorder*.

March 6th. Anxiety disorders continued. *Second participation evaluation*

Readings:

-Fisak, B., Jr., & Grills-Tauechel, A. E. (2007). Parental modeling, reinforcement, and information transfer: Risk factors in the development of child anxiety? *Clinical Child and Family Psychology Review*, 10, 213-231.

-Case 6

March 10th - 14th *Spring Break*- No class

March 18th. Schizophrenic spectrum disorders.

Readings:

-Chapter 13, "Schizophrenias: Biopsychosocial aspects" Adams & Sutker text

-Chapter 15, "Schizophrenia: A critical examination" Adams & Sutker text

-Case 7

March 20th. Schizophrenic spectrum disorders continued.

Readings:

-Chapter 19, "Paranoid, schizoid, and schizotypal personality disorders" Adams & Sutker text

-Averill et al. (2004). Is schizoaffective disorder a stable diagnostic category? A retrospective examination. *Psychiatric Quarterly*, 75, 215-227.

-Case 8

March 25th. Antisocial and borderline personality disorders.

Readings:

-Chapter 16, "Antisocial personality disorder" Adams & Sutker text

-Chapter 17, "Borderline personality disorder" Adams & Sutker text

-Kraus & Reynolds (2001). The A-B-C's of the cluster Bs. *Clinical Psychology Review*, 21, 345-373.

-Case 9

March 27th. Behavioral disorders. Sexual dysfunction and disorders.

Readings:

- Chapter 25, "Sexual dysfunction" Adams & Sutker text
- Chapter 26, "Sexual disorders: The paraphilias" Adams & Sutker text
- Case 10

April 1st. Sleep disorders. *Paper outline and reference list due*

Reading:

- Chapter 24, "Sleep disorders" Adams & Sutker text

April 3rd. Eating disorders.

- Chapter 23, "Etiology and management of eating disorders" Adams & Sutker text
- Polivy & Herman (2002). Causes of eating disorders. *Annual Review of Psychology*, 53, 187-213

April 8th. Emphasis on etiology related to physical trauma and medical illness. Health and mental illness.

Readings:

- Chapter 27, "Psychobiology of health and disease" Adams & Sutker text
- Goldstein, D. S., & McEwen, B. (2002). Allostasis, homeostats, and the nature of stress. *Stress*, 5, 55-58.
- Melzack, R., & Katz, J. (2004). The gate control theory: Reaching for the brain. In T. Hadjistavropoulos, & K. D. Craig (Eds.). *Pain: Psychological perspectives*, (pp. 13-34). Mahwah, NJ: Erlbaum (available on netlibrary)

April 10th. Disorders associated with cognitive decline. *third participation evaluation*

Readings:

- Chapter 30, "Cognitive approaches to the memory disorders of demented patients" Adams & Sutker text
- DeMakis, G. J. (2007). Disability in Alzheimer's disease: Causes, consequences, and economic considerations. *Journal of Health and Human Services Administration*, 30, 292-305.
- Wilson, D. M., et al. (2005). Vascular cognitive impairment. *Reviews in Clinical Gerontology*, 14, 45-53.

April 15th. Emphasis on disorders with an onset in childhood. Externalizing disorders in childhood.

Readings:

- Chapter 31, "Psychopathology in children" Adams & Sutker text
- Muris, P., & Ollendick, T. H. (2005). The role of temperament in the etiology of child

psychopathology. *Clinical Child and Family Psychology Review*, 8, 271-289.

-Case 11

April 17th. Externalizing disorders in childhood continued.

Readings:

- Brassett-Harknett, A., & Butler, N. (2007). Attention-deficit/hyperactivity disorder: An overview of the etiology and a review of the literature relating to the correlates and lifecourse outcomes for men and women, *Clinical Psychology Review*, 27, 188-210.
- McMahon, R. J., & Kotler, J. S. (2006). Conduct problems. In D. A. Wolfe & E. J. Mash (Eds). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*, (pp. 153-225), New York: Guilford.

-Case 12

April 22nd. Developmental disorders.

Readings:

- Newschaffer, C. J., et al. (2007). The epidemiology of the autism spectrum disorders. *Annual Review of Public Health*, 28, 235-258.
- Gersbacher, M. A., et al. (2005). Three reasons not to believe in an autism epidemic. *Current Directions in Psychological Science*, 14, 55-58.
- Klin, A. et al. (2005). Asperger syndrome. In F. R. Volkmar, R. Paul, A. Klin, & D. J. Cohen (Eds.). *Handbook of autism and pervasive developmental disorders*, (pp. 88-125). Wiley.

April 24th. Class presentations.

April 29th. Class presentations.

May 1st. Class presentations.

May 6th. *Course paper due* Looking to the future. DSM-V, new approaches to psychopathology. *Last participation evaluation*

Readings:

- Watson & Clark (2006). Clinical diagnosis at the crossroads. *Clinical Psychology: Science and Practice*, 13, 210-215.
- Kendall (2006). The future of clinical psychology. *Clinical Psychology: Science and Practice*, 13, 203-204
- Kupfer, D. J. (2005). Dimensional models for research and diagnosis: A current dilemma. *Journal of Abnormal Psychology*, 114, 557-559.
- Cuthbert, B. N. (2005). Dimensional models of psychopathology: Research agenda and clinical utility. *Journal of Abnormal Psychology*, 114, 565-569.

May 8th. Last day of class. Summing up, review. Final exam distributed.

Grading scale: The SHSU grading scales is as follows: 90-100 A, 80-89 B, 70-79 C, 60-69 D, 59 or lower F.

Academic Dishonesty:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any type of academic dishonesty.

Notice to Persons with Disabilities:

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A student desiring to absent him or herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor a written statement concerning the religious holy day(s). The instructor will provide the student with a reasonable timeframe in which to complete missed assignments and examinations.

Visitors in the Classroom:

Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

Other notes:

1. All electronic communications devices must be turned off before classes begin and placed in a closed bag or carrying case.
2. Laptops, PDAs, etc. cannot be used during class time without prior authorization by the instructor.
3. The instructor reserves the right to alter the syllabus. Students can advocate for changes to this syllabus if they feel that a change to the syllabus will facilitate their learning.

ADVANCED SOCIAL PSYCHOLOGY (PSYC 532, 3 cr.)

Dr. Donna M. Desforges AB4 315 294-1178
psy_dmd@shsu.edu

Fall 2007 TT 2-3:20

Office Hours: Tues 3-4:00; Thurs. 10-11:00, or by appointment

Course Description: This course will examine human behavior in as it is influenced by cultural and social stimuli.

Textbook: *Social Psychology* (7th ed.) by Kassin, Fein, & Markus. The assigned readings are indicated on the accompanying tentative calendar. The textbook readings will be supplemented by reading assignments of original sources included on the course reading list.

Course Objectives: The course objectives include:

- Learning factual knowledge regarding social behavior
- Learning fundamental principles and theories related to social behavior
- Learning how course material might be applied.

Coursework & Evaluation: There are 500 points possible consisting of three exams, a paper, and a participation grade each counting 100 points. The paper will be an application and literature review on a specific topic in social psychology.

Exams: Each exam will consist of short and long answer essay questions. Make-up exams will be permitted only in EXTREMELY rare cases.

Paper: The paper will be an 8-10 page paper that briefly describes a specific event and reviews relevant literature on a topic(s) in social psychology that applies to that event. The paper is to conform to APA style and the format should be patterned after a *Psychological Bulletin* article. The paper is due at **11:00 a.m. on Friday, November 12, 2007**. The due date is firm. Late papers will incur a 10-point deduction for each day or part of day the paper is late.

Participation: It is important, and will be challenging if you have not done the day's assigned readings. Therefore, plan to come to class prepared to briefly summarize the background leading up to the research, the hypotheses tested, concise summary of the methods used, main results, implications and limitations of the research. Identifying a quotation from the article that you find to be particularly interesting/controversial is another way to add to your "talking points" for the assigned readings.

Participation will be graded as follows: **90-100 points:** clearly apparent reading of the chapter(s) and articles demonstrated through thoughtful comments, questions, knowledge of the material; **80-89 points:** the reading has been done and there is a general working understanding of the material along with useful comments and questions that are not as thorough as in the first category; **70-79 points:** apparent knowledge/understanding gaps along with less relevant comments/questions and lower level participation; **60-69 points:** not keeping up with the assigned readings, lack of understanding, failing to participate; **50-59 points:** yikes -- missing classes, when attending, signs of life are really hard to discern.

Attendance Policy: In keeping with SHSU policy, class attendance is expected and required.

Academic Dishonesty Policy: Pursuant to Academic Policy Statement 810213, all students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

Academic dishonesty in any form in this class will result in a zero for exam or paper, and an "F" for this course. Further, the University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Please note that papers may be submitted to TurnItIn.com or similar software to verify originality of the work.

Classroom Rules of Conduct: The Code of Student Conduct and Discipline is found at the following link: <https://www.shsu.edu/students/guide/dean/codeofconduct.html>. Section 5.2.22 defines classroom disturbances.

Cell Phone Policy: Cell phones must be turned off, silent, and inactive while in the classroom. Therefore, talking on phones during class is prohibited. Further, I reserve the right to answer any phone that rings (jingles, or otherwise signals an incoming call) in the classroom.

Americans with Disabilities Act: Requests for accommodations must be initiated by the student. A student seeking accommodations should go to the Counseling Center and Services for Students with Disabilities in a timely manner. It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful

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SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

Religious Holidays: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Visitors in the Classroom : According to the Faculty Handbook a statement regarding the instructor's policy on classroom visitors should be included on the syllabus. Therefore: Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

Instructor Evaluations: Students will be asked to complete a course/instructor evaluation toward the end of the semester.

TENTATIVE CALENDAR

DATE	TOPIC	READINGS
AUGUST		
21	Overview & Introduction	Ch. 1
23	Methods	Ch. 2 VonHippel & Gonsalkorale (2005)
28,30	Self	Ch. 3 Markus & Kitayama (1991) Leary et al. (1994) McLean et al. (2007)
SEPTEMBER		
4	Self, continued	
6,11,13	Person Perception	Ch. 4 Cloutier et al. (2005) Gilbert & Malone (1995) Chua et al. (2005)
18	EXAM 1	
20,25,27	Attitudes	Ch. 6 Wheeler et al. (2007) Aronson (1992) Wilson et al. (1998)
OCTOBER		
2,4	Stereotypes & Prejudice	Ch. 5 Monteith et al. (1998) Steele (1997)
9,10	Social Influence	Ch. 7 Safer (1980)
16,18,23	Groups	Ch. 8 Scholten et al. (2007) Aldag & Fuller (1993)
25	EXAM 2	
30	Interpersonal Attraction	Ch. 9 Swann et al. (2003) McKenna & Bargh (2000) Rusbult et al. (1994)
NOVEMBER		
1	Interpersonal Attraction continued	
6,8	Helping	Ch. 10 Holmes et al. (2001)
Papers due 11:00 a.m. on November 12		
13,15	Aggression	Ch. 11 Bushman & Anderson (2002) Bushman et al. (2005) Cohn & Rotton (2005), Bell (2005) Bushman et al. (2005)
22	Thanksgiving holiday	
27,29	Applied Social Psychology: Law	Ch. 12 Edens et al. (2004)
DECEMBER		
4,6	Applied Social Psychology: Health	Ch. 14

FINAL EXAM: Thursday, December 13, 2007, 2-4:00 p.m.

**PSY 532: ADVANCED SOCIAL PSYCHOLOGY
FALL 2007
READING LIST**

Methods:

vonHippel & Gonsalkorale (2005). "That is bloody revolting!" Inhibitory control of thoughts better left unsaid. *Psychological Science*, 16, 497-500.

Self:

Markus & Kitayama (1991). Culture & the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253.

Leary, et al. (1994). Self-presentation can be hazardous to your health: Impression management and health risk. *Health Psychology*, 13, 461-470.

McLean, K. C., Pasupathi, M., & Pals, J. L. (2007). Selves creating stories creating selves: A process model of self-development. *Personality and Social Psychology Review*, 11, 262-278.

Social Cognition:

Cloutier, Mason, & Macrae (2005). The perceptual determinants of person construal: Reopening the social-cognitive toolbox. *Journal of Personality and Social Psychology*, 88, 885-894.

Gilbert & Malone (1995). The correspondence bias. *Psychological Bulletin*, 117, 21-38.

Chua, Leu, & Nisbett (2005). Culture and diverging views of social events. *Personality and Social Psychology Bulletin*, 31, 925-934.

Attitudes:

Wheeler, S. C., Brinol, P., & Hermann, A. D. (2007). Resistance to persuasion as self-regulation: Ego-depletion and its effects on attitude change processes. *Journal of Experimental Social Psychology*, 43, 150-156.

Aronson (1992). The return of the repressed: Dissonance theory makes a comeback. *Psychological Inquiry*, 3, 303-311.

Wilson, Houston, & Meyers (1998). Choose your poison: Effects of lay beliefs about mental processes on attitude change. *Social Cognition*, 16, 114-132.

Stereotypes & Prejudice:

Monteith, Sherman, & Devine (1998). Suppression as a Stereotype Control Strategy. *Personality & Social Psychology Review*, 2, 63-82.

Steele (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52, 613-629.

Social Influence:

Safer (1980). Attributing evil to the subject, not the situation: Student reaction to Milgram's film on obedience. *Personality and Social Psychology Bulletin*, 6, 205-209.

Groups:

Scholten, L., van Knippenberg, D., Nijstad, B. A., De Dreu, C. K. W. (2007). Motivated information processing and group decision-making: Effects of process accountability on information processing and decision quality. *Journal of Experimental Social Psychology*, 43, 539-552.

Aldag & Fuller (1993). Beyond fiasco: A reappraisal of the groupthink phenomenon and a new model of group decision processes. *Psychological Bulletin*, 113, 533-552.

Attraction/Relationships:

Swann, Rentfrow, & Gosling (2003). The precarious couple effect: Verbally inhibited men + critical, disinhibited women = bad chemistry. *Journal of Personality and Social Psychology*, 85, 1095-1106.

McKenna & Bargh (2000). Plan 9 from cyberspace: The implications of the internet for personality and social psychology. *Personality & Social Psychology Review*, 4, 57-75.

Rusbult, Drigotas, & Verette (1994). The investment model: An interdependence analysis of commitment processes and relationship maintenance phenomena. In D. J. Canary & L. Stafford (Eds.) *Communication and relational maintenance* (pp. 115-139). San Diego: Academic press.

Helping:

Holmes, Miller, & Lerner (2001). Committing altruism under the cloak of self-interest: The exchange fiction. *Journal of Experimental Social Psychology*, 38, 144-141.

Aggression:

Bushman & Anderson (2002). Violent video games & hostile expectations: A test of the General Aggression Model. *Personality and Social Psychology Bulletin*, 28, 1679-1686.

Bushman, Wang, & Anderson (2005) Is the curve relating temperature to aggression linear or curvilinear? Assaults and temperature in Minneapolis reexamined. *Journal of Personality and Social Psychology*, 89, 62-66.

Cohn and Rotton (2005). The curve is still out there: A reply to Bushman, Wang, & Anderson's (2005) "Is the curve relating temperature to aggression linear or curvilinear?" *Journal of Personality and Social Psychology*, 89, 67-70.

Bell (2005). Reanalysis and perspective in the Heat-Aggression debate. *Journal of Personality and Social Psychology*, 89, 71-73.

Bushman, Wang, & Anderson (2005) Is the curve relating temperature to aggression linear or curvilinear? A response to Bell (2005) and to Cohn and Rotton (2005). *Journal of Personality and Social Psychology*, 89, 74-77.

Law:

Edens, Desforjes, Fernandez, & Palac (2004). Effects of psychopathy testimony on mock juror sentencing decisions. *Psychology, Crime, & Law*, 10, 393-412.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Department of Psychology and Philosophy

PSY 533: Theory and Research in Psychotherapy I, 3 Credit Hours

Fall, 2007; Tuesdays/Thursdays, 9:30 AM – Noon; AB4 205

Instructor: Marsha J. Harman, Ph.D.
Office: AB4 337
Phone: 936/294-3614
e-mail: harman@shsu.edu
Office Hours: Mondays 12:00 – 1:00 PM; Tuesdays/Thursdays 8:30 – 9:30 AM; 12:00 – 1:00 PM; Fridays 7:30 – 10:00 AM; and by appointment

(Faculty/committee meetings/supervisions are sometimes scheduled during these times, so it is best to call and confirm appointment.)

Text:

Corsini, R. J. & Wedding, D. (2008). *Current psychotherapies* (8th Edition). Belmont, CA: Thompson.

Wedding, D. & Corsini, R. J. (2008). *Case studies in psychotherapy* (5th Edition). Belmont, CA: Thompson.



COURSE OVERVIEW:

The course, **Theory and Research in Psychotherapy I**, is designed to provide the graduate student with a comparative analysis of various schools, systems, and techniques of psychotherapy. An overview of research, to date, related to the historical progression and social mores that were in effect and influenced theorists and practitioners is also provided. Finally, the role of therapist, client, and setting are examined along with ethical principles.

COURSE OBJECTIVES:

Goal	Assessment
To provide students with a historical overview of the development of psychotherapy through the centuries.	Applied Exams
To review ethical standards of practice regarding psychotherapy.	Applied Exams
To examine the most common theories of psychotherapy and the research associated with them.	Applied Exams
To analyze which theories and techniques of psychotherapy would likely be appropriate for various presenting difficulties.	Applied Exams
To explore outcome research associated with various theories and techniques of psychotherapy.	Applied Exams
To develop a personal theory of psychotherapy and how it relates to established school of psychotherapy	Personal Theory of Psychotherapy
To develop awareness of various schools of psychotherapy and their effectiveness with special populations including people of diverse cultures and individual differences.	Applied Exams
To demonstrate ability to use technology in creating documents and communicating via the internet appropriately.	Personal Theory of Psychotherapy; Independent Research Proposal
As an independent researcher, to review current literature related to psychotherapy and to develop an appropriate research proposal.	Independent Research Proposal

ATTENDANCE POLICY:

Regular and punctual attendance is expected and will be documented. SHSU policy is that no student will be penalized for three or fewer hours of absences. However, a student may be penalized for more than three hours of absences. My policy: Three hours of absence are free and clear. Plan this time carefully. However, any time beyond six hours will result in failure of the course. No exam or assignment may be made up unless **PRIOR** arrangements have been made with the instructor. If emergencies occur during scheduled exam times, the student **MUST** contact the instructor within 24 hours in order to qualify for a make-up. No make-up tests will be administered during class time. **IT IS THE STUDENT'S RESPONSIBILITY TO CONTACT THE INSTRUCTOR REGARDING ANY MAKE-UP WORK.**

STUDENTS WITH DISABILITIES

It is the policy of Sam Houston State University that no individuals otherwise qualified shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic program or activity. Students with a disability which affects their academic performance are expected to arrange a conference with the instructor as soon as possible. This is so that appropriate strategies can be considered to ensure participation and achievement opportunities are not impaired since there will be **no retroactive accommodation**. Furthermore, accommodations will be made **only to those people who have documented the disability with the Americans with Disabilities Act (ADA) Office** in the Counseling Center. The number there is 294-1720.

TIME REQUIREMENT

For each graduate hour attempted, at least three hours outside class is expected. This 3-credit-hour course will meet 3 hours each week. That leaves 9 hours outside of class in which to read, meet with volunteer clients, attend your volunteer site, attend supervision, and complete assignments. A practicum frequently requires more hours per week. It is expected that if you enrolled in this graduate course, you can meet the time requirements.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a)(2) defines religious holy days as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code_."

A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

PROFESSIONALISM

Attendance, punctuality, adherence to ethical standards, the quality of your interactions with colleagues and professors, and the quality of your timeliness in completing assignments all determine your professionalism, which in turn signals your readiness to advance in your program.

ACADEMIC HONESTY

The Graduate Faculty of Sam Houston State University expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion (the unauthorized collaboration with another person in preparing work offered for credit), the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the college.

The University's policy on academic honesty and appeal procedures can be found in the manual entitled Student Guidelines, distributed by Division of Student Services. (Reference Section 5.3 of the SHSU Student Guidelines)

CLASSROOM VISITORS

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

CLASSROOM RULES OF CONDUCT

Any disorderly classroom conduct that obstructs, interferes with, inhibits and/or disrupts teaching and/or related classroom activities is prohibited. Persons in the classroom engaging in such conduct will be asked to leave. Failure to leave the classroom will result in University Police being requested to come to the classroom to assist with the removal of the person.

COURSE REQUIREMENTS

Students will be required write two papers: (1) Personal Theory of Psychotherapy; and (2) Independent Research Proposal. Additionally, there will three exams. As said previously, attendance is required; additionally, participation in class discussions is expected.

OUTSIDE RESEARCH

An independent research proposal will be required that includes a review of the literature and appropriate hypotheses and methodology.

CLASS PARTICIPATION

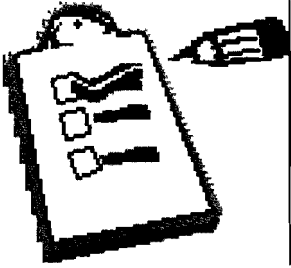
Class participation in class discussions and activities is expected as an avenue to meet the course objectives.

EXAMS

There will be three exams comprised of multiple choice, short answer, and essay items.

COURSE EVALUATION

Students will have the opportunity to evaluate the course and the instructor toward the end of the semester.



ASSESSMENT

Exams	60%
Personal Theory of Psychotherapy	20%
Independent Research Proposal	20%

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
< 60	F



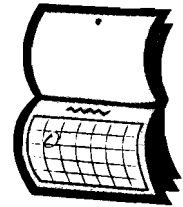
SCHEDULE

August	21	Overview of course Historical Overview
	23	Historical Overview (continued) Corsini & Wedding, Chapter 1 Eysenck Reading (Blackboard)
	28	Psychoanalysis Corsini & Wedding, Chapter 2 Wedding & Corsini, 1
	30	Psychoanalysis (continued)
September	4	Adlerian Psychotherapy Corsini & Wedding, Chapter 3 Wedding & Corsini, 2

- 6 Adlerian Psychotherapy (continued)
- 11 Jungian Analytic Psychotherapy
Corsini & Wedding, Chapter 4
Wedding & Corsini, 3
- 13 Jungian Analytic Psychotherapy (continued)
- 18 Gestalt Therapy
Corsini & Wedding, Chapter 10
Wedding & Corsini, 9
- 20 Gestalt Therapy (continued)

25 Exam 1

- 27 Client-Centered Therapy
Corsini & Wedding, Chapter 5
Wedding & Corsini, 4



- October**
- 2 Client-Centered Therapy (continued)
 - 4 Existential Psychotherapy
Corsini & Wedding, Chapter 9
Wedding & Corsini, 8
 - 9 Existential Psychotherapy (continued)

October 10th is last day to drop a class without grade of F or resign without WP or WF.

- 11 Behavior Therapy
Corsini & Wedding, Chapter 7
Wedding & Corsini, 6
- 16 Behavior Therapy (continued)
- 18 Rational Emotive Therapy
Corsini & Wedding, Chapter 6
Wedding & Corsini, 5
- 23 Rational Emotive Therapy (continued)

	25	Cognitive Therapy Corsini & Wedding, Chapter 8 Wedding & Corsini, 7
	30	Cognitive Therapy (continued)
November	1	Exam 2
	6	Multimodal Therapy Corsini & Wedding, Chapter 11 Wedding & Corsini, 10
	8	Multimodal Therapy (continued)
	13	Family Therapy Corsini & Wedding, Chapter 12 Wedding & Corsini, 11
	15	Guest Speaker – Empirically Supported Treatments
	20	Family Therapy (continued) Personal Theory of Psychotherapy due
	22	Thanksgiving Holiday
	27	Contemplative Psychotherapies Corsini & Wedding, Chapter 13 Wedding & Corsini, 12
	29	Integrative Psychotherapies Corsini & Wedding, Chapter 4 Wedding & Corsini, 3
December	4	Methodical Issues in Psychotherapy Research
	6	Methodical Issues (continued) Research Proposal due
	13	Final Examination (11 AM – 1 PM)

ENJOY WINTER



B R E A K

PSY 536 - Advanced Cognitive Psychology
Summer 2007

Instructor: Dr. Jeffrey S. Anastasi
Office: AB4 336
Phone: 936-294-3049
E-mail: jeff.anastasi@shsu.edu

Office Hours: by appointment
Class Time: Tues 2:00-5:50pm
Class Location: AB4 305

Course Overview:

This course will provide each student with a general understanding of cognitive psychology by combining reading assignments in the textbook, reaction papers, and research article discussions. This course should provide students with a basic understanding of the relationship between empirical evidence and the theoretical explanations of cognitive processes. In addition, students should gain an appreciation of the practical applications of theories and research in cognitive psychology. Lectures will consist of background information concerning the topic of interest, discussion of research in the area, and applications of this topic area.

Mastery of the lecture and reading material will be evaluated with four in-class examinations. Each exam will make up 20% of your grade. Journal articles will also be assigned throughout the term and will be discussed during class in a seminar format. Additionally, for each class period, you will be required to hand in a 1-2 page typed reaction paper for the assigned journal articles. Your reaction paper grade will make up the remaining 20% of your grade for this course. It is up to you to illustrate that you have read the assigned material and have considered its implications.

The purpose of the reaction papers is to encourage you to reflect on the assigned journal articles. In order to most effectively do this, please read your ENTIRE reading assignment PRIOR to completing the reaction paper. Feel free to discuss specific examples of information from your reading assignment if that information is especially pertinent to the content of your reaction paper. However, do not quote information from your reading assignments. You may also include information from sources outside of your reading assignments in your journal entries if necessary. Reaction papers must be handed in the day of the reading assignment and you must be present in class to hand in your journal entry. Below are some sample questions that you could address in your reaction paper:

1. What did you learn from the reading assignments?
2. Are there any ways that you can use this information in your own life?
3. Can you think of examples of this information or these topics in your own life?
4. Is there information in the reading assignment that might be helpful for someone else? Explain.
5. What are your views concerning the topic/issue?

NOTE: Be sure that you illustrate your understanding of the journal assignment in your writing.

Grades in this class will be based on the following scale:

Class Average:	Above 89.4	89.4 - 79.5	79.4 - 69.5	69.4 - 59.5	Below 59.5
Grade:	A	B	C	D	F

Reading Assignments:

- Ashcraft, M. H. (2006). Cognition (4th edition). Upper Saddle River, New Jersey: Pearson Prentice Hall, Inc.
- Additional readings – each of the readings will be e-mailed to you 1 week prior to the reaction paper.

Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Textbook Assignment</u>
6/5	Introduction to the Course	None
	Introduction to Cognitive Psychology	Chapter 1
6/12	Cognitive Neuroscience	Chapter 2
	Perceptual Processes	Chapter 3
6/19	Attention and Consciousness	Chapter 4
	EXAM #1	
6/26	Memory: Working Memory	Chapter 5
	Memory: Long-Term Memory	Chapter 6
7/3	Memory Strategies and Metacognition	None
	Memory Applications: Eyewitness Memory	pgs 341-353
	Memory Applications: Repressed/False Memories	pgs 341-361
7/10	EXAM #2	
	Cognitive Development	None
7/17	Language	Chapter 9
	Language: Nonverbal & Animal Communication	pgs 370-372
7/24	EXAM #3	
	Imagery	None
	General Knowledge	Chapter 7, pgs 308-341
7/31	Problem Solving	Chapter 12
	Decision Making & Reasoning	Chapter 11
8/7	Intelligence	None
	Human Factors	None
	EXAM #4	

Attendance Policy:

Regular and punctual attendance is expected for this course. Although no course points are linked to class attendance, you must be in attendance to hand in assignments, participate in in-class assignments and discussions, or take exams. In-class activities are *only* provided during class, and thus *cannot* be made up at a later time. Although you will not automatically fail this course due to excessive absences nor will you be automatically dropped for excessive absences, failure to attend class will decrease your grade for each assignment missed. Further, information covered in class will be included in exams. Poor attendance often highly correlated with lower grades, so you are strongly encouraged to attend class regularly. If you must be absent, **be sure to arrange for a peer to obtain handouts and/or notes for you.** They will not be available from me except on the date initially provided.

Academic Dishonesty:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action (Code of Student Conduct and Discipline, Section 5.3, as printed in Student Guidelines). The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

- **Cheating** includes:
 - Copying from another student's exam, laboratory report, assignment, or computer files, data listings, and/or programs.
 - Using materials not authorized by the instructor during an exam or other assignment.
 - Collaborating with another student during an examination or in preparing academic work without authorization from the instructor.
 - Knowingly using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
 - Substituting for another student, or permitting another student to substitute for oneself, to take an exam or complete any assignment.
 - Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm.
- **Plagiarism** means the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit. If you would like to use someone else's ideas, summarize their work **USING YOUR OWN WORDS** and then **CITE THEIR WORK** using the accepted American Psychological Association's (APA) Guidelines.
- **Collusion** means the unauthorized collaboration with another person in preparing work offered for credit.

Classroom Rules of Conduct:

According to Section 5 of the Student Handbook, students are expected to assist in maintaining a classroom environment that is conducive to learning. Disruptive behavior will not be tolerated. Students who are disruptive to the class may be dismissed from the classroom for inappropriate behavior and will not be allowed to hand in any assignments due for the remainder of that class. Additionally, students may be withdrawn from the course for repeated disruptive behavior.

Religious Holy Days:

Students have the responsibility of notifying the professor of each scheduled class day that the student will be absent due to a religious holy day. *This must be done no later than the 15th class day.* Students who are absent from class for observance of a religious holy day will be allowed to take an examination or complete an assignment scheduled for that day within one week of returning to class. However, any in-class assignments cannot be made up, but will not count against their other assignment average since the one lowest assignment grade will be dropped.

Notice to Persons with Disabilities:

It is the policy of Sam Houston State University that no individuals otherwise qualified shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic program activity. Students with a disability that may affect their academic performance are expected to arrange for a conference with the instructor as soon as possible. This is done so that appropriate strategies can be considered to ensure participation and achievement opportunities are not impaired since there will be no retroactive accommodation. Furthermore, accommodations will be made **only** to those people who have documented the disability with the Americans with Disabilities Act (ADA) Office in the Student Counseling Center (phone: 936-294-1720).

Sam Houston State University Ψ Department of Psychology¹
Spring Semester 2008

PSYCHOLOGY 581 Advanced Learning
Tuesday-Thursday 11:00-12:20 P.M.
Sam Houston State University
S. T. KORDINAK, Ph.D.
AB-4 - 335 – (936) 294-1180
PSY_STK@SHSU.EDU
Office Hours Monday & Wednesday 9-10,
Or by Appointment

TEXTS:

Barlow, D. (2008) Clinical Handbook of Psychological Disorders: A Step by Step Treatment Manual, 4th Edition. New York: Guilford Press. **(B)**

Mash, E., & Barkley, R. A. (2008) Treatment of Childhood Disorders, 3rd Edition. New York: Guilford Press. **(MB)**

Texts on Reserve:

O'Neill, Horner, Albin, Sprague, Storey, Newton. (1997). Functional Assessment and Program Development for Problem Behavior. Pacific Grove: Brooks/Cole. **(O)**

Bellack, A., & Hersen, Michel (1998) Behavioral Assessment: A Practical Handbook. Boston: Allyn & Bacon **(BH)**

Kanfer, F. & Saslow, G. (1969) Behavioral Diagnosis. In Franks, (Ed.) Behavioral Therapy. New York: McGraw-Hill **(KS)**

Merrell, K. (2003) Direct Observation. In Merrell, K. Behavioral, Social, and Emotional Assessment of Children and Adolescents, 2nd Ed. Nahwah, N.J., LEA

Noell, G. (2003) Functional Assessment of School-Based Concerns. In Kelley, M. Reitman, D, & Noell, G. (Eds),. Practitioner's Guide to Empirically Based Measures of School Behavior. New York: Kluwer Academic/Plenum Publishers

Repp, A. C., & Horner, R. H. (1999). Functional analysis of Problem Behavior. Belmont, CA. Wadsworth Publishing Co.

Readings: There will be assigned reading placed on reserve in the library. Due to the amount of research being published, references are not listed in this syllabus but will be given in class.

Course Description - This course includes a study of the major theories of learning and their historical backgrounds; behavioral assessment and empirical finding of learning principles applied to the treatment of selected psychological disorders.

Course Objectives, the student will:

1. Gain factual knowledge (terminology, classifications, method, trends)
2. Understand fundamental principles, generalizations, and theories
3. Understand how to apply course material (to improve thinking, problem solving, and decisions)

Instructional Format: Lectures, class discussion.

Attendance Policy: Regular and punctual class attendance is expected. A record of student's attendance will be kept. If a student misses **four classes (equivalent of two weeks of school), the maximum grade they can receive is "C"**. If a student misses more than four classes, they will receive an **"F" for the course**.

Dropping the Course: It is the student's responsibility to do the paper work to drop the course. If the student stops attending class and does not officially drop the course he/she will receive an "F" for the course. The deadline for dropping a course without an "F" is May 8, 2008

Instructor Evaluations: Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

Examination Grades: a percentage method for grading will be used. The computation of the percentage will be based on 90% of the total points on the test or the highest score whichever is higher. For example, if the total points on the test are 100, the numerator will be the students score, the denominator will be either 90 or the highest grade, whichever is higher. If no student receives a score greater than 90, 90 will be used; if a student obtains a score greater than 90, i.e., 94, 94 will be used as a denominator. The resulting percentage will be interpreted using the following criteria:

GRADE	PERCENTAGE
A	.9000 - 1.0000
B	.8000 - .8999
C	.7000 - .7999
F	.0000 - .6999

Examinations: Multiple Choice and/or essay

Presentations: There will be two major presentations (Behavioral Assessment topics & assigned topics from Mash & Barkley or Barlow text). Each student will:

- 1) Develop a PowerPoint presentation covering the assigned topics.
- 2) Develop an in-depth outline of the topic (not just a copy of the power slides) to be distributed to the class.
- 3) You will present to Dr. Kordinak at the time of your second presentation a critical review of research findings on the assigned topic from Mash & Barkley or Barlow text. This critical review will be a comprehensive review of current research (last five years). This critical analysis will be in APA format. This critical analysis must include research from APA Journals [at least 40% of the citations must be APA Journals, if you are having trouble finding the APA articles, make an appointment with Dr. Kordinak]. **It is expected you will have at least two meetings with Dr. Kordinak to review your progress on the critical review before the final draft.**

The presentation will be worth 40% of the total grade, the 40% is subdivided in to three measures; the first major presentations and outline will be worth 12% of your grade, and the second major presentation and outline will be worth 12% and the critical review will be worth 16% of your grade. Any form of plagiarism will earn a course grade of "F".

Final Grade: The final grade: 60% examinations and 40% presentation.

Missed Examination: If you miss an exam, please see me as soon as possible to let me know your reason for missing it. **THE EXCUSE MUST BE WRITTEN AND APPROPRIATELY DOCUMENTED (Written note from the attending M.D.). AN EXCUSE THAT DOES NOT WITHSTAND VERIFICATION WILL RESULT IN A GRADE OF ZERO FOR THAT EXAM.** If you do have a valid excuse, then be prepared to take a make-up exam immediately. Having another test the same day does not count as a good reason for missing an exam. **All make-up examination will be essay.**

Arriving Late for an Examination: If you arrive late for an examination and a member of the class has finished the exam and left the room, you will be given an essay examine. If you arrive late for an examination you will not be given extra time to finish the exam.

No leaving the classroom once the test is distributed, if you have to leave the room your test is completed.

E-Mail – E-Mail pertaining to class will be answered during the next class period.

PSYCHOLOGY 581
Spring Semester 2008
Tentative Schedule

Week of	Presenter(s)	READING ASSIGNMENT	CHAPTER
January 17		Receive Syllabus and Assignment Philosophy of Science	
January 20		Basic concepts and definitions The Structure of Unconditioned behavior Habituation and Sensitization	
January 27		Pavlovian Conditioning: Basic Concept Stimulus Relations in Pavlovian Conditioning	
February 3		Test1 Theories of Associative Learning Instrumental or Operant Conditioning	
February 10		Schedules of Reinforcement Theories of Reinforcement Extinction of Conditioned Behavior Punishment Avoidance Learning Stimulus Control of Behavior	
February 17		NGL – Mrs. Meyer NGL Room 157 Test2	
February 24	Barbarick	1. Behavioral Diagnosis	Kanfer & Saslow
	Barker	2. Evaluation of Psychotherapy	Howard et al (ER)
	Nance Delgado	3. The Changing Nature of Behavioral Assessment 4. Treats to Internal & External Validity of Three functional Assessment Procedures (Repp & Horner)	BH1 Repp & Horner
March 2	Douglas Garza	5 .Psychometric Considerations 6 .Prescriptive Assessment and Treatment	BH2 BH3
	Graves Harris Husband	7. Behavioral Interviewing 8 .Behavioral Observation 9 Assessment of Social Skills	BH4 BH5 BH11

PSYCHOLOGY 581
Spring Semester 2008
Tentative Schedule

Week of	Presenter(s)	READING ASSIGNMENT	CHAPTER
March 9		Spring Break	
March 16	Test 3		
	Lee	10. Functional assessment and Analysis Strategies	O'Neill
	Morosi	11. Functional assessment and Analysis Strategies	O'Neill
March 23	Millo	12. Assessment of Anxiety and Fear	BH9
	Mitchell	13. Assessment of Depression	BH10
	Ramirez	14. Cognitive Assessment	BH6
	Robinette	15. Assessment of Child Behavior Problems: Internalizing Disorders	BH16
	Spivey	16. Assessment of Child Behavior Problems – Externalizing Disorder	BH17
	Webster	17. Assessment of Marital Dysfunction	BH14
March 30		Test 4	
	Barker	1. Attention-Deficit/Hyperactivity Disorder	M2
	Millo	2. Conduct Problems	M3
April 6	Barbarick	3. Panic Disorder.	B1
	Robinette	4. Posttraumatic Stress Disorder	B2
	Lee Douglas	5. Social Anxiety Disorder 6. Child Physical Abuse and Neglect	B3 M9
April 13	Spivey	7. Fears & Anxieties	M 5
	Garza	8 Emotional Disorders: A Unified Protocol	B 5
		Test 5	
April 20	Graves	9. Cognitive Therapy for Depression	B6
	Harris	10. Interpersonal Psychotherapy for Depression	B7
	Nance	11. Behavioral Activation for Depression	B8
	Delgado	12. Bipolar Disorder	B10
April 27	Marosi	13. Alcohol Use Disorders	B12
	Mitchell	14. Drug Abuse and Dependence	B13
	Ramirez Webster	15. Eating Disorders: A Transdiagnostic Protocol 16. Sexual Dysfunction	B14 B15
May 4	Husband	17. Couple Distress	B 16
		Test 6	

Standard Policies for Dr. Kordinak's ClassesNOTICE TO PERSONS WITH A DISABILITY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If the student has a disability that may affect adversely their work in this class, then he or she needs to register with the SHSU Counseling Center and to talk with the instructor about how they can best be helped. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center. There will be no retroactive accommodations.

Students with a disability will be graded on the same criteria as non-disabled students.

ACADEMIC DISHONESTY:

In accordance with the University's Academic Policy Statement 810213, the following statement applies to all students in my classes:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

Cheating is unethical, dishonest, and fraudulent. Cheating is not tolerated in this class and will result in the immediate failure of this course ("F" Grade). The incident will be reported to the Dean of the College of Humanities & Social Sciences for further disposition.

CLASSROOM RULES OF CONDUCT:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students therefore must refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. **Cellular phones, pagers, and music players (for example, iPod-type devices) must be turned off and earphones removed before class begins and removed from the desk.** Students are prohibited from using tobacco

products, making offensive remarks, reading newspapers, talking at inappropriate times, or engaging in any other form of distraction. Both men and women must remove hats, caps, and other head covers during exams. **Tape recording is not permitted in the class. Laptop computer use is not permitted in the class.** Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

VISITORS IN THE CLASSROOM:

Visitors are not permitted.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a)(2) defines religious holy days as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

January 17, 2008
Psychology 581
Spring 2008
Dr. S. T. Kordinak

I, _____ have read the syllabus
for
(Print your name)

Psychology 581 and have been given an opportunity to ask the Professor questions about any portion of the syllabus that I do not fully understand. At this time, I fully understand the course requirements.

Your Signature

Today's Date

Day Time Phone Number: _____

E-Mail Address _____

Advanced Statistics

3 Hours of Academic Credit
AB4 301 T/Th 3:30 - 5:00

Prof: Dr. Rowland Miller
Office hours: Monday, 2:00 - 4:00; T/Th, 1:30 - 3:00
Other days and times by appointment

miller@shsu.edu
AB4 329 294-1176

Texts: Gravetter, F. J., & Wallnau, L. B. (2007). *Essentials of statistics for the behavioral sciences* (6th ed.). Belmont, CA: Wadsworth. (ISBN: 978-0-495-38394-9)

Kirkpatrick, L. A., & Feeney, B. C. (2006). *A simple guide to SPSS® for Windows® for version 14.0* (8th ed.). Belmont, CA: Wadsworth. (ISBN: 978-0-495-31863-7)

<u>Schedule</u>	<u>Topic</u>	<u>Readings: G&W</u>	<u>SPSS</u>
1/17	Intro: Statistics is our friend	Chap 1	1 - 5
1/22 - 1/29	Variability and Probability	3 - 6	
1/31 - 2/5	Cleaning up our act	2	6
2/7	First Exam		
2/12	The CLT	7	
2/14 - 2/26	Hypothesis Testing	8	
2/28	Second Exam		
3/4	One-sample <i>t</i> -test	9	7
3/6 - 3/18	Independent samples <i>t</i>	10	8
3/20	Related samples <i>t</i>	11	9
3/25	Third Exam		
3/27 - 4/1	ANOVA	13	10
4/3-4/15	Repeated measures and factorial ANOVAs	14	11 - 12
4/17	Fourth Exam		
4/22-5/6	Correlation and regression	pp. 411 - 431; 438 - 453	14 - 16
5/3	Chi square	16	17
5/13	Fifth Exam (@ 2:00)		

Notes and News

This course provides advanced study of the use of statistical methods as tools for inferential statistics. It builds on introductory courses by including consideration of data screening, effect sizes, and simple effects tests. It also provides an introduction to multiple regression.

The five exams will each comprise one-fifth of your course grade. There will be frequent homework assignments, but they will not formally count towards your grade in the course; instead, mastery of homework material will be evaluated on the exams, which will typically include questions that closely resemble those assigned as homework. The exams will include both open- and closed-book inquiries, as well as procedures on SPSS, which will be evaluated in take-home assignments due on the exam day. Friday, March 7, is your last chance to exit the course without receiving a grade. Class attendance is not required, but no classes should be missed if you desire my sympathy in borderline grading decisions.

Please read your chapters in advance of each class. I will assume that you have, and that you already know what material is causing you grief. I'll seek to reinforce and amplify, not duplicate, the text's coverage. Some required readings for the second unit of the class will also be available on electronic reserve.

The Small Print: SHSU proudly adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may adversely affect your work in this class, I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. Your disclosure of any disability will be kept strictly confidential, of course; however, no accommodation can be made until you register with the Counseling Center.

The University Code of Student Conduct and Discipline, Section 5.3, states that you are expected "to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity both in and out" of the classroom. Disciplinary action that will involve failure of, and expulsion from, our course will be initiated against any student accused of any form of academic dishonesty.

If you miss an exam in order to observe a religious holy day, I will happily provide you the exam on the following Monday at 2:00. However, University policy requires you to notify me in writing of your wish to be absent due to religious holy days. Please plan ahead, and, for more info on this and the other policies mentioned above, feel free to check out our official University guidelines at www.shsu.edu/syllabus.

Decorum-wise: Please manage your cell phone with grace and consideration for the rest of us.

You'll be asked to provide a formal evaluation of me and my course near the end of the semester.

Finally, welcome. I have chosen to teach this course, and I take great pleasure in (trying to) make things plain. It's a course in which later topics continually build on prior ones, however, so it's essential that you invest the effort and energies to master each new procedure. I should also note that, in order to serve you better, I have revised the content of the course; so, the syllabus and its dates are open to modification as our progress through the new-and-improved course takes shape.

Course Objectives

1. Students will be able to master basic statistics, understanding how to compute them, when to use them, and how to interpret them.
2. Students will be able to conduct computer-based statistical analyses with SPSS, both implementing procedures and correctly interpreting results.

PSY 588: Intro to Experimental Design Spring 2008

Instructor: Dr. Jeffrey S. Anastasi
Office Location: AB4 336
Office Phone: (936) 294-3049
E-mail: jeff.anastasi@shsu.edu

Lecture Time: Th 6:00 – 8:50 PM
Class Location: UCTR
Office Hours: MWF 11:00 – 12:00 or by appt

Course Overview:

This course deals with the principles of research methodology and design in psychological research. Therefore, research approaches and methodologies in a wide range of content areas will be discussed. The course will include two primary components. The first component involves lectures and reading assignments dealing with research methodology and the applications of these methodologies to various research areas in psychology. The second component, deals with hands-on experience with all aspects of psychological research including the collection, analysis, and reporting of behavioral data. Each of the three lab projects will require you to prepare an APA-style laboratory report. The laboratory reports *MUST* be in proper APA-format and *MUST* be typed (reports will not be accepted unless they are typed). See page 3 of this syllabus for a sample grading sheet for the laboratory reports. The deadline for lab reports is the beginning of class for the date that they are due. Papers and assignments that are handed in late will have 10% subtracted for each day (or portion of a day) that they are late. In other words, if a paper is handed in 1 hour after class 10% will be subtracted from the grade for that paper.

Course Goals:

1. Students should gain an understanding of the scientific process involved in conducting psychological research.
2. Students should be able to conduct and understand research in the discipline of psychology.
3. Students should learn the skills necessary to communicate the results of psychological research.
4. Students should learn to apply the course material to improve critical thinking and problem solving skills.
5. Students should learn specific skills and competencies needed by psychology professionals.
6. Students should learn the skills necessary to find and use scientific resources to answer psychological questions and solve problems.

Your grade in this class will consist of exams, APA-lab reports, quizzes, in-class assignments, and homework assignments. Periodic quizzes and in-class assignments on the assigned reading material will be given throughout the term. *You must be in class in order to hand in these assignments and they cannot be made up.*

GRADING PERCENTAGES

Exam #1	=	20%
Exam #2	=	20%
Lab Report #1	=	10%
Lab Report #2	=	15%
Lab Report #3	=	20%
Other Assignments	=	15%

GRADING CUT-OFFS

above 89.4	=	A
79.5 - 89.4	=	B
69.5 - 79.4	=	C
59.5 - 69.4	=	D
below 59.5	=	F

Required Text:

- Myers, A. & Hansen, C. (2006). *Experimental Psychology* (6th Ed.). Belmont, CA: Thomson Higher Education.

Recommended Text:

- *Publication Manual of the American Psychological Association* (5th Ed., 2001). Washington, DC: American Psychological Association.

Class Schedule:

<u>Day:</u>	<u>Class Topic</u>	<u>Lab Activity</u>	<u>Reading Assignment</u>
1/17 (Thurs.)	Introduction to Research Methods	<i>none</i>	Chapter 1
1/24 (Thurs.)	The Basics of Experimentation	<i>none</i>	Chapters 7, & 8
1/31 (Thurs.)	The Basics of Experimentation	<i>none</i>	Chapters 7, & 8
2/7 (Thurs.)	Starting Psychological Research	<i>Conduct Lab #1, Score Data, Discuss Literature Search</i>	Chapters 6 & 15
2/14 (Thurs.)	Writing the Research Report	<i>Discuss Lab #1 Write-up & Literature</i>	Chapter 16 & Appendix C
2/21 (Thurs.)	Data and Measurement	<i>Discuss Lab #1 Write-up & Literature</i>	Chapter 13
2/28 (Thurs.)	Analyzing Results	<i>Discuss Lab #1 Write-up & Data Analysis</i>	Chapters 14
3/6 (Thurs.)	EXAM #1	<i>none</i>	<i>none</i>
3/13 (Thurs.)	NO CLASS – Spring Break	<i>none</i>	<i>none</i>
3/20 (Thurs.)	Review Exam #1	<i>Lab #1 Due, Conduct Lab #2, Score & Analyze Data</i>	<i>none</i>
3/27 (Thurs.)	Nonexperimental Designs	<i>Discuss Lab #2 Data & Literature</i>	Chapters 3, 4, & 5
4/3 (Thurs.)	Between-Subjects Designs	<i>Discuss Lab #2 Data & Literature</i>	Chapters 9 & 10
4/10(Thurs.)	Within-Subjects Designs	<i>Discuss Lab #2 Data & Literature</i>	Chapter 11
4/17 (Thurs.)	Between & Within-Subjects Designs	<i>Lab #2 Due, Conduct Lab #3, Score & Analyze Data</i>	<i>none</i>
4/24 (Thurs.)	Small N Within-Subjects Designs	<i>Discuss Lab #3 Data & Literature</i>	Chapter 12
5/1 (Thurs.)	Presenting & Publishing Research	<i>Discuss Lab #3 Data & Literature</i>	<i>none</i>
5/8 (Thurs.)	Ethics in Research	<i>Lab #3 Due</i>	Chapter 2
5/15 (Thurs.)	EXAM #2 (8:00 – 10:00 PM)	<i>none</i>	<i>none</i>

Attendance Policy:

Regular and punctual attendance is expected for this course. Although no course points are linked to class attendance, you must be in attendance to hand in assignments, participate in in-class assignments, or take quizzes and exams. In-class activities are *only* provided during class, and *cannot* be made up at a later time. Although you will not automatically fail this course due to excessive absences nor will you be automatically dropped for excessive absences, failure to attend class will decrease your grade for each assignment missed. Further, information covered in class will be included in exams. Poor attendance is often highly correlated with lower grades, so you are strongly encouraged to attend class regularly. If you must be absent, **be sure to arrange for a peer to obtain handouts and/or notes for you.** Notes will not be available from me except on the date initially provided.

Classroom Rules of Conduct:

According to Section 5 of the Student Handbook, students are expected to assist in maintaining a classroom environment that is conducive to learning. Disruptive behavior will not be tolerated. Students who are disruptive to the class may be dismissed from the classroom for inappropriate behavior and will not be allowed to hand in any assignments due for the remainder of that class. Additionally, students may be withdrawn from the course for repeated disruptive behavior.

Academic Dishonesty:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action (Code of Student Conduct and Discipline, Section 5.3, as printed in Student Guidelines). The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

- **Cheating** includes:
 - Copying from another student's exam, laboratory report, assignment, or computer files, data listings, and/or programs.
 - Using materials not authorized by the instructor during an exam or other assignment.
 - Collaborating with another student during an examination or in preparing academic work without authorization from the instructor.
 - Knowingly using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
 - Substituting for another student, or permitting another student to substitute for oneself, to take an exam or complete any assignment.
 - Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm.
- **Plagiarism** means the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit. If you would like to use someone else's ideas, summarize their work *USING YOUR OWN WORDS* and then *CITE THEIR WORK* using the accepted American Psychological Association's (APA) Guidelines.
- **Collusion** means the unauthorized collaboration with another person in preparing work offered for credit.

Religious Holy Days:

Students have the responsibility of notifying the professor of each scheduled class day that the student will be absent due to a religious holy day. *This must be done no later than the 15th class day.* Students who are absent from class for observance of a religious holy day will be allowed to take an examination or complete an assignment scheduled for that day within one week of returning to class. However, any in-class assignments cannot be made up, but will not count against their other assignment average since the one lowest assignment grade will be dropped.

Notice to Persons with Disabilities:

It is the policy of Sam Houston State University that no individuals otherwise qualified shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic program activity. Students with a disability that may affect their academic performance are expected to arrange for a conference with the instructor as soon as possible. This is done so that appropriate strategies can be considered to ensure participation and achievement opportunities are not impaired since there will be no retroactive accommodation. Furthermore, accommodations will be made **only** to those people who have documented the disability with the Americans with Disabilities Act (ADA) Office in the Student Counseling Center (phone: 936-294-1720).

Instructor Evaluations:

Towards the end of the semester, students will be asked to complete a course/instructor evaluation form. I encourage you to be honest in your evaluations (whether good or bad) and encourage you to make any constructive comments that you'd like to provide feedback on the course or ideas concerning how the class can be improved in the future. IDEA is the faculty evaluation system used at SHSU.

Paper Grading Criteria

Heading	Criteria	Points	Score
Cover Page (10 pts.)	Does it give title, author, affiliation, running head, etc.?	0-10	_____
Abstract (10 pts.)	Is information from all parts of the experiment presented?	0-10	_____
Introduction (60 pts.)	Is there sufficient general background literature?	0-20	_____
	Is the reader guided to the current study with more specific info?	0-10	_____
	Are the basic methods of your study given?	0-10	_____
	Are the hypotheses/predictions specified?	0-10	_____
	Are proper reasons given for the expected results?	0-10	_____
Method (40 pts.)			
Participants	Is all pertinent subject information provided?	0-10	_____
Design	Is the proper design specified?	0-10	_____
Materials	Is there enough information to replicate?	0-10	_____
Procedure	Is there enough information to replicate?	0-10	_____
Results (50 pts.)	Are the ANOVA, DV, and IVs specified?	0-10	_____
	Have the descriptive statistics been given?	0-10	_____
	Have the inferential statistics been given?	0-10	_____
	Is the reader guided through the findings?	0-10	_____
	Are Tables and Figures provided?	0-10	_____
Discussion (60 pts.)	Are the current results discussed?	0-20	_____
	Are the current findings related to other studies or theories?	0-20	_____
	Are applications or theoretical implications of the research discussed	0-20	_____
References (30 pts.)	Are references in the proper format?	0-10	_____
	Are the citations in the proper format?	0-10	_____
	Do references match citations?	0-10	_____
Total Possible Points:		260	_____
Grade:	(_____/260) x 100 = _____		

HISTORY OF PSYCHOLOGY (PSY 592)

Dr. Donna M. Desforges

AB4 315

294-1178

psy_dmd@shsu.edu

Summer 2007 TTH 2-3:50

Office Hours: Mon. 2-3:00; Thurs. 4-5:00, or by appointment

Course Description: This course is designed to provide a comprehensive history of psychology from ancient times to the present. The focus will be on empirical discoveries, systems and theories of psychology, as well as on contemporary trends. The course will consist of lecture and discussion. **Everyone is expected to come to class having read the appropriate material for that day's topic and be prepared to discuss that material.**

Textbook: Thorne, B. M., & Henley, T. B. (2005). *Connections in the History and Systems of Psychology* (3rd Ed.). New York: Houghton Mifflin. The assigned readings are indicated on the accompanying tentative calendar. The textbook readings will be supplemented by reading assignments of articles and original sources included on the attached reading list. The exams will include questions from both the lectures and the reading assignments, so expect some questions from the text that were not discussed in class.

Course Objectives: At the completion of this course, students will:

- Be able to identify major issues in psychology
- Be able to identify, compare, and contrast the different perspectives in the development of psychology as a science
- Be able to explain the social and cultural context of the development of psychology
- Be able to describe how psychology developed from philosophy and physiology
- Be able to describe contemporary and emerging trends in psychology

Grading: Coursework & Evaluation: There are 500 points possible consisting of three exams, a paper, and a participation grade each counting 100 points. The paper will be a literature review on a specific topic in the history of psychology. Topics will be discussed with and approved by the instructor well in advance of turning the paper in.

Exams: Each exam will consist of matching, short, and long answer essay questions. Make-up exams will be permitted only in EXTREMELY rare cases.

Paper: The paper assignment is to select one volume of *Psychological Bulletin* from each of four time periods (1939 to 1950, 1951 to 1965, 1966 to 1989, and 1990 to present) and describe each one in terms of its structure (types and lengths of articles, notes, etc.) and content (types of problems and theories addressed, relative emphasis on areas of psychology – clinical, perception, physiology, developmental, social, etc.). Then select and briefly summarize one article from each volume that you think was important at the time it was published. Indicate why you think it was important at the time and the extent to which it is or is not relevant today. The paper should conform to APA style. The format should be patterned after a *Psychological Bulletin* article. The paper is due in class on **Tuesday, July 24, 2007**. The due date is firm. Late papers will incur a 10-point deduction for each day or part of day the paper is late.

Participation: It is important, and will be challenging if you have not done the day's assigned readings. Therefore, plan to come to class prepared to briefly summarize the supplemental readings, discuss material from the text, etc.. Identifying a quotation from the reading that you find to be particularly interesting/controversial is another way to add to your "talking points" for the assigned readings.

Participation will be graded as follows: **90-100 points:** clearly apparent reading of the chapter(s) and articles demonstrated through thoughtful comments, questions, knowledge of the material; **80-89 points:** the reading has been done and there is a general working understanding of the material along with useful comments and questions that are not as thorough as in the first category; **70-79 points:** apparent knowledge/understanding gaps along with less relevant comments/questions and lower level participation; **60-69 points:** not keeping up with the assigned readings, lack of understanding, failing to participate; **50-59 points:** yikes -- missing classes, when attending, signs of life are fairly challenging to discern.

Attendance Policy: In keeping with SHSU policy, class attendance is expected and required. Although absences will be recorded, grades will be based on student performance on quizzes and exams.

Syllabus Guidelines: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>

Academic Dishonesty Policy: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Academic dishonesty in any form in this class will result in a zero for quiz, exam, or assignment, and an "F" for the course. Further, the University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Please note that I reserve the right to answer any phone that rings (jingles, or otherwise signals an incoming call) in the classroom.

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. Please note that no accommodation can be made until the student registers with the Counseling Center.

Religious Holidays: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work.

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

**TENTATIVE CALENDAR
READING**

DATE	TOPIC	READING	
MAY			
31	Overview & Introduction	Text Ch. 1	Supplemental 1
JUNE			
5	Beginnings: Early Greek Philosophers	Ch. 2	2
7	Renaissance : Descartes et al.	Ch. 4	3
12	British Empiricism: Hobbes, Locke, Berkeley, Hume	Ch. 5	4
14	Associationism: Hartley, James Mill, John Stuart Mill, Bain	Ch. 5	5, 6
19	Early German Philosophy : Kant, Herbart, et al.	Ch. 6	
21	EXAM 1		
26	Physiological Roots: Bell, Muller, Gall, Flourens, Helmholtz Psychophysics: Fechner	Ch. 7	
28	Founding: Wundt Post-founding : Titchener, Brentano, Kulpe, et al.	Ch. 8	7
JULY			
3,5	Darwinian Influence	Ch. 9	8, 9
	Early American Psychology	Ch. 10	
	Functionalism : James, Angell	Ch. 11	
10	EXAM 2		
12	Behaviorism: Pavlov, Thorndike, Watson	Ch. 12	10, 11
17	Neobehaviorism: Hull, Tolman, Skinner	Ch. 13	12
19	Gestalt Psychology: Kohler, Koffka, Wertheimer, Lewin	Ch. 14	13
24	Freud & Psychoanalysis, Neo-Freudians <i>Papers due in class today</i>	Ch. 15	
26	Third Force	Ch. 16	14
AUGUST			
31	Cognitive Revolution	Ch. 18	15
2	Contemporary and Emerging Trends		1
3	EXAM 3 (Final)		

Psychology 594: Psychometrics 1 (Spring 2008)
Mondays 2:00 – 5:00, AB-4-313

Instructor:	Marc Boccaccini, Ph.D.	Office:	325 AB-4
Phone:	936-294-1179	Office hours:	Monday 9:00 – 11:00
E-mail:	Boccaccini@shsu.edu		Thursday 9:00 – 11:00

Required Texts

1. DeVellis, R.F. (2003). *Scale development* (2nd ed.). Thousand Oaks, CA: Sage.
2. American Educational and research Association, American Psychological Association, & National Council on Measurement in Education (1999). *Standards for educational and psychological testing*. Washington, DC: Author.

Recommended Supplemental Texts

For Researchers:

1. Nunnally, J.C., & Bernstein, I.H. (1994). *Psychometric theory* (3rd ed.). New York: McGraw-Hill.
2. Embreston, S. E., & Reise, S.P. (2000). *Item response theory for psychologists*. Mahwah, NJ: Erlbaum.

For Scientist-Practitioners

1. Murphy, K.R., & Davidshofer, C.O. (2005). *Psychological testing: Principles and applications* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Course Description:

This course is designed to provide clinical and school psychology graduate students with the skills needed to select appropriate and scientifically valid assessment instruments for use in clinical practice. Students in this course will acquire these skills by learning about test construction and development. Students will be required to develop their own assessment instruments to better understand how to critically evaluate existing instruments. A second goal of learning about the test construction process is to teach students involved in conducting research to develop useful measures for their own research.

Course Objectives

1. Develop an understanding of how psychological instruments assess various aspects of human personality, behavior, and potential.
2. Learn basic principles involved in test construction and validation, and the ability to apply these principles by developing a new assessment measure.
3. Gain an appreciation of ethical issues involved in testing, including the impact of culture, diversity, and language on test results and interpretation.

Attendance

As graduate students, I expect to be notified (by e-mail or phone) beforehand of any classes you plan to miss. I see attendance in class by graduate students as a matter of respect and professionalism. In the case of excessive unexcused absences, course grades may be reduced in accordance with university policy. My tests are heavily weighted toward information covered during lectures. Missing class will put you at a disadvantage for performing well in this class.

Academic honesty: Don't cheat. Really, it will make me mad. All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Religious Holidays. Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a)(2) defines religious holy days as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Instructor Evaluations:

You will be asked to complete a course/instructor evaluation form (IDEA) toward the end of the semester.

Required Supplies:

None

Classroom rules of conduct:

Please see the Code of Student Conduct and discipline: www.shsu.edu/students/guide/dean/codeofconduct.html
Cell phones and other electronic devices may not be used in class, without the instructor’s permission

Americans with Disabilities Act. It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the you register with the Counseling Center.

Assignments, Exams, and Grades:

Your course grade will be determined by your performance on a series of assignments and exams. I use the traditional grading system for all assignments, exams, and final course grades (i.e., 100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D, 59-0% = F). There are 100 points possible in this course. Below is a description of how you will earn points in this class.

<u>Points</u>	<u>Due date</u>	<u>Assignment</u>
10	2/18	Research Article Assignment
10	2/25	Group assignment 1
25	3/3	Exam 1, in class essay exam
15	4/14	Test Review Assignment
15	4/28	Group assignment 2: Final report of test construction
25	5/12	Exam 2, in class essay exam (<u>Due in my office by 5PM</u>)

Description of Assignments:

1. Research Article Assignment. Find a published research article describing the development of a psychological measure. The article should provide a) the rationale for developing the measure, b) describe how items were selected, and c) provide (at a minimum) reliability and validity data for the measure. Good places to look include the journals *Psychological Assessment*, and *Assessment*, although you are welcome to use an article from another journal. Once you have found an article, write a two page summary (double spaced, 12 point font, 1 inch margins) summarizing a-c (above) and ending with a critique of the development study or studies described in the article.

2. Group assignment 1: Test Development. Students groups (3-4 students) must a) come up with an idea for a psychological assessment measure, b) provide a written rationale for the measure, and c) identify additional measures that can be used to assess the construct validity of the proposed measure. Each group must submit a research proposal to the instructor (in APA style) describing how they plan to conduct a study to develop their measure. The articles you found for the research article assignment should guide you in writing this proposal. The measures designed by the groups do not need to measure something related to clinical or school psychology. They can assess attitudes, personality, behavior, or any other topic that is of interest to the group. I encourage you to develop a measure for something that is interesting to you, but not to get too grandiose (e.g., an intelligence test). We will talk more about this in class.

3. Group assignment 2: Final Report of Test Development. Group members will be responsible for collecting data to develop and validate their measure. This will likely involve administering questionnaires to people, but may require other activities (e.g., observing people's behaviors) depending on the type of measure that is being developed. Once data have been collected, each group must present a completed research report to the instructor. This report will present and discuss the psychometric properties of the scale. The report should look very much like the articles you found for the Research article assignment. Each group will also present the results of their study to the class (10-12 minutes per group).

4. Test Review Assignment: For this assignment, you must a) identify a psychological test offered for sale by a major test publisher (see below), b) identify two empirical studies examining the psychometric properties of the test, and c) write a 4-6 page critique of the scientific merit of the test.

The best way to ensure that you are reviewing an appropriate test is to get the test "approved" by me well in advance of the assignment due date. The best way to identify a test is to search the websites of major test publishing companies. I have listed several test company names and websites below. There are many other test companies, but make sure to get approval from me about using a test from a different company.

Psychological Assessment Resources (PAR):	http://www3.parinc.com/
Psychological Corporation:	http://harcourtassessment.com/haiweb/Cultures/en-US/default.htm
Multi-Health Systems INC:	http://www.mhs.com/

You can find empirical studies relating to the test by searching the PsychINFO database available through the SHSU library. Please note that I want you to review actual studies examining the test, not simply other reviews or critiques of the test (unless the review is a meta-analysis). The test's user manual may also be a good source for finding citations for empirical studies relating to the test (if you are able to obtain a copy of the test manual).

Your written critique of the test should focus on the strengths and weaknesses of its psychometric characteristics. You will likely want to comment on the construct(s) the test is purported to measure, its reliability, and its validity. Please do not simply provide a summary of the existing studies. What I want to see from you is that you have read these studies and formed your own psychometrically sound opinions about the usefulness of the test you are reviewing.

Class Schedule:

The schedule below identifies the topics that will be covered during course lectures and the readings required for the week. All readings for the week should be completed by the Tuesday of that week. In addition to the required readings, there are supplemental readings for each topic. Please note that this schedule is subject to change based on class progress.

<u>Week</u>	<u>Topic</u>	<u>Required Reading(s)</u>
1/28	Why use tests?	Standards, Chpt. 12 DeVillis, Chpt. 1
2/4	Test development	Standards, Chpt. 3 DeVillis, Chpt 2 DeVillis, Chpt. 5
2/11	More test development	
2/18	Scaling and Reliability <u>Research Article assignment is due</u>	DeVillis, Chpt. 3 Standards, Chpt. 2 DeVillis Chpt. 7
2/25	Continue Reliability <u>Group Assignment 1 is due</u>	
3/3	<u>Examination 1</u>	
3/10	(Spring Break)	
3/17	Scores, Norms	Standards, Chpt. 7 Standards, Chpt. 4
3/24	Validity	DeVillis, Chpt. 4 Standards, Chpt, 1
3/31	Validity	DeVillis, Chpt. 6
4/7	Diagnostic accuracy	
4/14	Test Bias <u>Test Review Assignment is Due</u>	Standards, Chpt 7
4/21	Item Response Theory	(see supplemental readings)
4/28	Generalizability theory And Rater Agreement <u>Groups Assignment 2 is due</u>	(see supplemental readings)
5/5	Group presentations	
Finals week	<u>Examination 2 (Final Exam)</u>	

Supplemental Readings

Why use tests:

1) Westen, d., & Weinberger, J. (2004). When clinical description becomes statistical prediction. *American Psychologist*, 59, 595-613.

Test Development

1) Burisch, M. (1984). Approaches to personality inventory construction: A comparison of merits. *American Psychologist*, 39, 214-227.

2) Schwarz, N. (1999). Self reports: How the questions shape the answers. *American Psychologist*, 54, 93-105.

3) Smith, G. T., & McCarthy, D. M. (1995). Methodological considerations in the refinement of clinical assessment instruments. *Psychological Assessment*, 7, 300-308.

4) Clark, L. A., & Watson, D. (1995). Constructing validity: Basic issues in objective scale development. *Psychological Assessment*, 7, 309-319.

5) Weng, L. (2004). Impact of the number of response categories and anchor labels on coefficient alpha and test-retest reliability. *Educational and Psychological Measurement*, 64, 956-972.

Reliability and Rater Agreement

1) Shavelson, R. J., Webb, N.M., & Rowley, G. L. (1989). Generalizability theory. *American Psychologist*, 44, 922-932.

2) McGraw, K. O., & Wong, S. P. (1996). Forming inferences about some intraclass correlation coefficients. *Psychological Methods*, 1, 30-46.

3) Rosenthal, R. (1973). Estimating effective reliabilities in studies that employ judges' ratings. *Journal of Clinical Psychology*, 29, 342-345.

4) Cortina, J.M. (1993). What is coefficient alpha? An examination of theory and applications. *Journal of Applied Psychology*, 78, 98-104.

Validity

1) Baldessarini, R.J., Finklestein, S., & Arana, G.W. (1983). The predictive power of diagnostic tests and the effect of prevalence of illness. *Archives of General Psychiatry*, 40, 569-573.

2) Haynes, S. N., Richard, D.C.S., & Kubany, E.S. (1995). Content validity in psychological assessment: A functional approach to concepts and methods. *Psychological Assessment*, 7, 238-247.

3) Swets, J.A., Dawes, R.M., & Monahan, J. (2000). Psychological science can improve diagnostic decisions. *Psychological Science in the Public Interest*, 1, 1-26.

Test Bias

1) Furr, R. M., & Bacharach, V. R. (2008). Test bias. In *Psychometrics: an Introduction* (pp. 265-284). Los Angeles; Sage.

IRT

1) Osterlind, S. J. (2006). Modern scaling with item response theory. In *Modern measurement: Theory, principles, and applications of mental appraisal* (pp. 261-301). Upper Saddle River, NJ: Pearson.

SAM HOUSTON STATE UNIVERSITY
College of Humanities and Social Sciences
Department of Psychology and Philosophy
Spring 2008

COURSE: **PSY 595 - PSYCHOMETRICS II - Individual Testing of Intelligence and Achievement**, 3 semester hours
Friday 2:00 p.m. - 5:00 p.m.
Room 313, AB IV
Office Hours: By Appointment

PROFESSOR: Thomas A. Wood. Ed.D., NCSP
Academic Building IV, Room 332
Phone: 936-294-4662
Email: twood@shsu.edu

TEXTS:

Required: Jerome M. Sattler (2001). **Assessment of Children**,
Cognitive Applications (4th Edition). San Diego, CA: Jerome
M. Sattler, Publisher.

Jerome M. Sattler & Ron Dumont (2004). **Assessment of Children: WISC-IV and WPPSI-III Supplement**. San Diego, CA: Jerome M. Sattler, Publisher.

Recommended: Kaufman, K. S., & Lichtenberger E.O. (1999). **Essentials of WAIS-III Assessment**. New York: John Wiley & Sons.

Mather, N., Wendling, B.J. & Woodcock, R.W. (2001). **Essentials of WJ-III Tests of Achievement Assessment**. New York: John Wiley & Sons.

Required Supplies: Stop watch, cassette player, video taping equipment
(must be approved by professor in advance), clip board,
stapler

COURSE OVERVIEW:

Psychology 595 (PSY 595) Psychometrics II – Assessment of Intelligence and Achievement, provides supervised instruction and practice in the administration, scoring, reporting of results, and interpretation of the Wechsler Scales and other measures of intelligence, achievement and adaptive behavior to produce integrated reports.

Prerequisite: PSY 594 Psychometrics I or equivalent

METHODS OF INSTRUCTION:

Students can expect to experience a variety of instructional methods including lectures, discussions, cooperative learning (group work), group activities, active participation, demonstrations, videos, and other appropriate methods. Students are responsible for the material in the required textbook even if not specifically covered in class.

COURSE OBJECTIVES:

- To provide students with a systematic approach to the development of individual assessment skills.
- To review ethical standards of practice regarding assessment.
- To review psychometric principles and issues in individual assessment.
- To examine the most common theories of intelligence and their appropriateness for assisting in measuring intelligence.
- To explore research associated with intelligence and related achievement.
- To observe the administration of individual intelligence tests and to practice individual assessment skills.
- To master the basic administration, scoring, and interpreting skills in individual testing.
- To identify skill strengths and weaknesses and develop a growth plan for mastery.
- To develop awareness of various administration adjustments in assessment situations with special populations.

- To examine research associated with assessment of culturally diverse individuals.

ATTENDANCE POLICY:

Attending class is expected and will be considered in the final grade. Each student will be responsible for signing the attendance sheet for each class. Students will be allowed 1 unexcused absence. Excused absences will be at the instructor's discretion. Students are expected to be on time for class and remain attentive until dismissed by the professor.

PROFESSIONALISM:

Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to professionally administer individual assessment instruments.

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

See Student Syllabus Guidelines - <http://www.shsu.edu/syllabus/>

CLASSROOM RULES OF CONDUCT:

Students in PSY 595 are expected to behave as professionals. Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and other students with respect. Use of cell phones in the classroom is prohibited. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students should review

the Code of Student Conduct and Discipline at
<https://www.shsu.edu/students/guide/dean/codeofconduct.html>.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS:

Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for the absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

STUDENT WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may adversely affect this/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

VISITORS IN THE CLASSROOM:

Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process.

COURSE REQUIREMENTS:

To be successful in this course students must do the following:

1. Pass an administration check on the WAIS and WISC.
2. Administer a minimum of 5 WAIS and 5 WISC tests with a score of 4 or 5 on at least 3 WAIS and 3 WISC tests. (0 to 5 scale)
3. Submit a video taped administration of 1 WAIS and 1 WISC (include protocols) Video must be of good visual and auditory quality free of environmental distractions.
4. Submit two integrated assessment reports consisting of the following:
Report I: WAIS, WJ-III Achievement, Vineland II ABS
Report II: WISC, WJ-III Achievement, Vineland II ABS
5. Pass four objective exams over the text and class presentations.
6. Submit a paper that covers an individual testing instrument not required in the course and present the paper to the class. Choice of instrument must be preapproved by professor. (Guidelines for this paper will be provided by the instructor).

CLASS PARTICIPATION:

Active class participation in test administration and class discussions is expected as an avenue to meet course objectives.

ITEM GRADES:

	Points	Sub Total
Test Protocols (10)	50 each	500
Video Tapes (2)	50 each	100
Reports (2)	100 each	200
Exams (4)	50 each	200
Paper/Presentation	200	<u>200</u>
		1200 Total Points

FINAL GRADE BREAKDOWN:

- A = 1080 – 1200 points
- B = 960 – 1079 points
- F = less than 960 points

EVALUATION:

Satisfactory performance will result in a grade of B. Outstanding performance will be recognized with a grade of A. It is possible that all students will receive an A. (It is also possible that all students will receive a B). No Cs will be assigned. If a student is not able to perform at a satisfactory level, an F will be assigned. See above for grade range points.

Developmental progress is expected on administrations, scoring, interpreting, and report preparation skills. Although it is expected that students will learn through making mistakes, carelessness will be penalized.

SUPERVISION:

A portion of your evaluation consists of your ability to receive supervision and make necessary adjustments. The ability to accept and make adjustments through supervision is extremely important in training. Your readiness to professionally administer individual assessment instruments will be determined, in part, by your response to supervision.

EXAMS:

There will be 4 exams covering various topics of the course. All of the exams will be in a multiple choice format. Permission may be given to make up an exam only if the professor determines that the documented and justifiable reason for missing the exam is valid.

PROCEDURES (IMPORTANT):

Students are responsible for test kits while checked out to them. Test kits will only be checked out by the professor who will also supply protocols.

Finding volunteers will be the responsibility of the students. Do not test relatives or significant others. Under no circumstances will the student provide IQ scores to the volunteer. We will discuss in class how to provide feedback to the volunteer.

Protocols will not be accepted unless a signed permission form is attached. We will discuss the permission forms in class and how to inform volunteers.

On the WISC, at least one examinee must be in the 6-10 year old age range and one in the 10-14 year old age range. On the WAIS, at least one examinee must be over 50 years old. Volunteers without disabilities are preferred examinees.

Partnerships will be formed with classmates to share materials and practice test administration.

Students should make every effort to comply with the course schedule. If you get behind, it will be difficult to catch up. Incompletes will be given only for dire personal circumstances.

INSTRUCTOR EVALUATIONS:

Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

Tentative Course Schedule for Psychology 595 Spring 2008

<u>Date</u>	<u>Topics</u>	<u>Chapter Readings</u>
1/18	Course Introduction, Syllabus Review Test Kit Check Out (WAIS)	None
1/25	WAIS Demonstration Lecture	Sattler 1, 2, 3
2/1	WAIS Scoring Lecture	Sattler 4, 5
2/8	WAIS Practice Lecture	Sattler 6, 7
2/15	Exam 1 WISC Demonstration	Sattler 1-7 Sattler/Dumont 1, 2
2/22	WISC Scoring Lecture	Sattler/Dumont 3, 4
2/29	Lecture	Sattler 12, 13
3/7	Exam 2 Lecture	Sattler/Dumont 1-4 Sattler 12, 13
3/14	Spring Break	None
3/21	SHSU Holiday – Good Friday	None
3/28	WJ III Achievement Demonstration	Sattler 17,18
4/4	Exam 3 Lecture	Sattler 17, 18

**Tentative Course Schedule for Psychology 595 (continued)
Spring 2008**

<u>Date</u>	<u>Topics</u>	<u>Chapter Readings</u>
4-11	Lecture – Vineland II ABS Student Presentations	Vineland II Manual
4/18	Lecture Student Presentations	Sattler 19
4/25	Lecture Student Presentations	Sattler 20
5/1	Exam 4 Student Presentations	Sattler 19, 20
5/8	Wrap Up	None

PROJECT DUE DATES:

<u>Project</u>	<u>Date</u>
WAIS Administration Check	2/8
2 WAIS Protocols	2/22
WISC Administration Check	2/29
2 WAIS Protocols	3/7
WAIS Protocol and Video Tape	3/21
2 WISC Protocols	3/28
2 WISC Protocols	4/11
Class Presentations	4/11-5/1
WISC Protocol and Video Tape	4/18
Report I	5/1
Report II	5/8
Paper	5/8

**PSYCHOLOGY 596 - PSYCHOMETRICS III
Objective Personality Assessment**

Spring 2008

S. T. KORDINAK, Ph.D.

AB4 - 335 - X1180

Office Hours Monday & Wednesday 9-10

Other by Appointment

**TEXTS: Weiner & Greene (2008) *Handbook of Personality Assessment (WG)*
Greene (2000) *MMPI-2 - material on reserve (G)* and
other assigned reserve material (ER)**

Course Objectives, the student will:

- 1. Gain factual knowledge (terminology, classifications, method, trends)**
- 2. Understand fundamental principles, generalizations, and theories**
- 3. Understand how to apply course material (to improve thinking, problem solving, and decisions)**

Instructional Format: Lectures and class discussion.

Attendance Policy: Regular and punctual class attendance is expected. A record of student's attendance will be kept. If a student misses **four classes (equivalent of two weeks of school)**, the maximum grade they can receive is **"B"**. If a student misses **six classes (equivalent of 3 weeks of school)**, the student should drop the class, maximum grade they can receive is **"C"**. If a student misses more than six classes, they will receive an **"F"** for the course.

Dropping the Course: It is the student's responsibility to do the paper work to drop the course. If the student stops attending class and does not officially drop the course he/she will receive an **"F"** for the course. The deadline for dropping a course without an **"F"** is May 8, 2008

Instructor Evaluations: Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

Grade: A Percentage method of grading will be used. The computation of the percentage will be based on 90% of the total points or the highest grade **WHICHEVER** is higher. For example if the total points on the test is 100, numerator will be the students score, the denominator will be either 90 or the highest grade, **WHICHEVER** is the higher: If no student gets a score greater than 90, then 90 will be used, if a student obtains a score greater than 90, i.e. 94, 94 will be used as a denominator. The resulting percentage will be interpreted using the following criteria:

Grade	Percentage		
A	.9000	-	1.0000
B	.8000	-	.8999
C	.7000	-	.7999
F	.0000	-	.6999

Examinations: There will be six scheduled essay examinations.

Missed Examination: If you miss an exam, please see me as soon as possible to let me know your reason for missing it. **THE EXCUSE MUST BE WRITTEN AND APPROPRIATELY DOCUMENTED (Written note from the attending M.D.). AN EXCUSE THAT DOES NOT WITHSTAND VERIFICATION WILL RESULT IN A GRADE OF ZERO FOR THAT EXAM.** If you do have a valid excuse, then be prepared to take a make-up exam immediately. Having another test the same day does not count as a good reason for missing an exam. **All make-up examination will be essay.**

Arriving Late For An Examination: If you arrive late for an examination and a member of the class has finished the exam and left the room, you will be given an essay examine. If you arriving late for an examination you will not be given extra time to finish the exam.

No leaving the classroom once the test is distributed, if you have to leave the room your test is completed.

Final Grade: The final grade will be determined by the summing of the seven scheduled examinations. Each measurement will be equally weighted and using the following sum distribution for the final grade.

Sum Percentage			
A	5.400	-	Above
B	4.800	-	5.399
C	3.600	-	4.799
F	0.000	-	3.599

Outside Assignments – will be discussed in class.

PSYCHOLOGY 596 Spring 2008 Tentative Schedule		
Week of	READING ASSIGNMENT	CHAPTER
January 14	Receive Syllabus and Assignment & Introduction	
January 21	History of Personality Assessment & The Personality Assessment Process The Empirical Paradigm	WG1-2 ER
January 28	Psychometric Foundations of Assessment & Ethical Considerations in Personality Assessment Incorporating Base Rate Information in Daily Clinical Decision Making (Chp 18)	WG 3-4 ER
February 4	Examination1 WG(1-4) Self Report Inventories Overview MMPI Introduction- Administration & Scoring/Validity – Evaluating MMPI-2 Research: Considerations for Practioners (Chp2)	WG5 ER
February 11	Validity Indexes and Validity Configurations Assessing Underreporting and Overreporting Response Styles on the MMPI-2 (Chp3)	G2 & G3 ER
February 18	(Exam 2 –Chapters 2-3) Clinical Scales	G4
February 25	(Exam 3 - Chapter 4) Content Scales An Overview of Personality: The MMPI-2 Personality Psychopathology Five (Psy-5) (Chp 5)	G5 ER
March 3	Supplementary Scales, Critical Items CF Scales	G5& G6
March 10	Spring Break	
March 17	(Exam 4 - Chapters 5-6) Codetypes, Effects of Demographic Variables (Gender /Race-Ethnic Groups)	WG-6 G7-10
March 24	Interpretation – Final Report The MMPI-2 and Assessment of Post-Traumatic Stress Disorder (PSTD) (Chp 6) Therapeutic Assessment with MMPI-2 (Chp 8) Treatment Planning with the MMPI-2 (Chp7)	WG-6 ER
March 31	(Exam 4 – Chapter 7-10 WG-6) Millon Clinical Multiaxial Inventory III MCMI-III	WG-8
April 7	MCMI-III	ER
April 14	(Exam 5 – WG-8 &MCMI-III ER)	ER

PSYCHOLOGY 596		
Spring 2008		
Tentative Schedule		
Week of	READING ASSIGNMENT	CHAPTER
April 21	PAI-	WG-9 ER
April 28	16PF & NEO	WG-10 ER
May 5	Exam 6 – (WG-9, WG-10 & ER16PF &NEO)	

Standard Policies for Dr. Kordinak's Classes

NOTICE TO PERSONS WITH A DISABILITY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If the student has a disability that may affect adversely their work in this class, then he or she needs to register with the SHSU Counseling Center and to talk with the instructor about how they can best be helped. All disclosures of disabilities will be kept strictly confidential.

NOTE: no accommodation can be made until the student registers with the Counseling Center. There will be no retroactive accommodations.

Students with a disability will be graded on the same criteria as non-disabled students.

ACADEMIC DISHONESTY:

In accordance with the University's Academic Policy Statement 810213, the following statement applies to all students in my classes:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

Cheating is unethical, dishonest, and fraudulent. Cheating is not tolerated in this class and will result in the immediate failure of this course ("F" Grade). The incident will be reported to the Dean of the College of Humanities & Social Sciences for further disposition.

CLASSROOM RULES OF CONDUCT:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students therefore must refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. **Cellular phones, pagers, and music players (for example, iPod-type devices) must be turned off and earphones removed before class begins and removed from the desk.** Students are prohibited from using tobacco products, making

offensive remarks, reading newspapers, talking at inappropriate times, or engaging in any other form of distraction. Both men and women must remove hats, caps, and other head covers during exams. **Tape recording is not permitted in the class. Laptop computer use is not permitted in the class.** Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

VISITORS IN THE CLASSROOM:

Visitors are not permitted.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a)(2) defines religious holy days as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Psychology 596
Spring 2008
Dr. S. T. Kordinak

I, _____ have read the syllabus for
(Print your name)

Psychology 596 and have been given an opportunity to ask the Professor questions about any portion of the syllabus that I do not fully understand. At this time I fully understand the course requirements.

Your Signature

Today's Date

Day Time Phone Number: _____ Email Address _____

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Department of Psychology & Philosophy

PSY 597: Advanced Developmental Psychology

3 Credit Hours

Spring, 2008

Tuesdays, 6 – 9 PM, AB4 – 313/Blackboard

Instructor: Marsha J. Harman, Ph.D.
Office: AB4 337
Phone: 294-3614
E-mail: harman@shsu.edu
Office Hours: Monday & Fridays, 7:30 – 11:30 AM; Thursdays, Noon – 2 PM; and by appointment

(Faculty/committee/advisement meetings are sometimes scheduled during these times, so it is best to call and confirm appointment.)

Text: William Crain (2004). *Theories of Development: Concepts and Applications* (5th edition). Saddle River, NJ: Prentice Hall.

Laura E. Berk (2001). *Development through the Lifespan* (4th edition). Boston: Allyn & Bacon.

COURSE OVERVIEW:

The course, **Advanced Developmental Psychology**, examines the physical, mental, emotional, and social growth and development of the person across the entire life span.

COURSE OBJECTIVES:

Students will gain:

- Understanding of the diverse array of theories in the field and the strengths and shortcomings of each.
- A grasp of the lifespan perspective as an integrative approach to development based on information derived scientifically.
- Knowledge of both the sequence and processes of human.
- Appreciation of the impact of context and culture on human development.
- Understanding of the joint contributions of biology and environment to development.

- A sense of the interdependency of all domains of development – physical, cognitive, emotional, and social.
- Appreciation of the interrelatedness of theory, research, and applications.
- Knowledge regarding how ethnicity and gender affect human development, both in North America and around the world, and to better understand the role that Socio-cultural context plays in development.
- Perspective regarding the role family, schools, and community play in development throughout the lifespan.
- Opportunities to demonstrate technological competence.
- Factual knowledge (terminology, classification, methods, trends).
- Fundamental principles, generalizations, or theories.
- Skills in working with others as a member of a team.
- Skills to apply material (to improve thinking, problem solving, and decisions).
- A broader understanding and appreciation of various cultures and a multicultural society.
- Opportunities for independent, up-to-date research

ATTENDANCE POLICY

Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absence. My policy: Since this class will only meet on three occasions during the semester, you are expected to attend all three meetings or be prepared to complete another assignment. Exams will be on designated Tuesdays from 6 – 9 PM depending on the length of the exam and must be completed during that time. Failure to complete exams at that time may have serious consequences.

TIME REQUIREMENT

For each hour attempted, at least three hours outside class is expected. Altogether, you should be prepared to spend approximately 12 hours per week on this class including listening to lectures, reading, and completing assignments. It is expected that if you enrolled in this course, you can meet the time requirements.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a)(2) defines religious holy days as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code...."

A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

PROJECTS

Various projects will include but not be limited to **information brochures** for your specialty area, **graphic organizer**, **research proposal**, **portfolio**, and **class presentations**.

- **GRAPHIC ORGANIZER:** Each student will develop a graphic organizer to demonstrate the relationship between theorists, geographic locations, social issues at time of theory inception, concepts, and public response. A grading rubric will be provided. No posters will be accepted; project must be on 8.5x11" paper.
- **BROCHURES:** You will choose one chronological group and one thematic area to develop information brochures. Grading rubrics will be provided.
- **Literature Review:** You may choose a personal area of interest to review and write a critical literature review. No article prior to 1998 may be used. Length should be 8-12 pages with at least 10 references from refereed journals (journals where peers in the content area have critically reviewed the published articles). **A grading rubric will be provided.**
- **CLASS PRESENTATIONS:** Students will provide cooperative presentations over assigned racial/ethnic groups. Each group member should take a part in the oral presentation. Reading the presentation will be penalized. The presentation should involve activities that include the audience rather than simply lecturing and should provide an attractive handout with the main points of the presentation.

PROFESSIONALISM

Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, will determine a portion of your grade.

METHODS OF INSTRUCTION

Students can expect to experience a variety of instructional methods including cooperative learning (group work), multimedia, active participation, and other appropriate methods. Lecture will be associated with PowerPoint presentations posted on Blackboard.

STUDENTS WITH DISABILITIES

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center, and there are no retroactive accommodations.

ACADEMIC DISHONESTY

The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

- The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion and the abuse of resource materials.
 - *Cheating* includes:
 - Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
 - Using, during a test, materials not authorized by the person giving the test.
 - Collaborating, without authorization, with another student during an examination or in preparing academic work.
 - Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
 - Substituting for another student, or permitting another student to substitute for oneself, to take a test.
 - Bribing another person to obtain an unadministered test or information about an unadministered test.
 - Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

- **Plagiarism** means the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.
- **Collusion** means the unauthorized collaboration with another person in preparing work offered for credit.
- **Abuse of resource materials** means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

ASSESSMENT

Varied assessment will be used to determine achievement including class participation, weekly assignments, projects, and exams. You should be prepared to demonstrate cumulative knowledge on a daily basis.

All projects and assignments must be submitted by the published deadline for the project. No assignments or projects will be accepted after the deadline, so plan ahead and do not procrastinate. Recall that exams will be on Blackboard on designated Tuesdays from 6 – 9 PM, depending on the length of the exam.

EVALUATION

According to the SHSU Catalog, a grade of **A** is given for outstanding achievement. The quality of completed assignments and exams determines one's final grade.

A = 90 – 100

B = 80 – 89

C = 70 – 79

F = < 70



SCHEDULE

January	22	Class Officially Begins <i>Part I - Theory and Research in Human Development</i> (Berk) History, Theory, and Research Strategies Theories of Development Related Assignments Additional Optional Readings
	29	<i>Part II - Foundations of Development</i> Biological and Environmental Foundations Prenatal Development, Birth, and the Newborn Baby Additional Readings

February	5	<p>Exam I – Berk Parts I & II</p> <p><i>Part III - Infancy and Toddlerhood: The First two Years</i> Physical Development in Infancy and Toddlerhood Cognitive Development in Infancy and Toddlerhood Emotional and Social Development in Infancy and Toddlerhood Additional Readings</p>
	12	<p><i>Part IV - Early Childhood: Two to Six Years</i> Physical and Cognitive Development in Early Childhood Emotional and Social Development in Early Childhood Additional Readings</p>
	19	<p><i>Part V - Middle Childhood: Six to Eleven Years</i> Physical and Cognitive Development in Middle Childhood Emotional and Social Development in Middle Childhood Additional Readings</p>
	26	<p>Exam II – Theories & Berk Parts III, IV, & V Graphic Organizers due</p>
March	4	<p><i>Part VI - Adolescence: The Transition to Adulthood</i> Physical and Cognitive Development in Adolescence Emotional and Social Development in Adolescence Additional Readings</p>
	11	Spring Break
	18	<p><i>Part VII- Early Adulthood</i> Physical and Cognitive Development in Early Adulthood Emotional and Social Development in Early Adulthood Additional Readings Literature Review due</p>
	25	<p>Exam III – Berk Parts V & VI</p> <p><i>Part VIII - Middle Adulthood</i> Physical and Cognitive Development in Middle Adulthood Emotional and Social Development in Middle Adulthood Additional Readings</p>
April	1	<p><i>Part XI - Late Adulthood</i> Physical and Cognitive Development in Late Adulthood Emotional and Social Development in Late Adulthood <i>Part X - The End of Life</i> Death, Dying, and Bereavement Additional Readings</p>

	8	Exam IV – Early Adulthood – End of Life Brochures due
	15	Cultural Presentation
	22	Cultural Presentation
	29	Cultural Presentation
May	6	Media Event
	13	8 – 10 PM – Final Exam

H A V E A G R E A T S U M M E R

**PSY 730 Fall 2007: Proseminar in Clinical Psychology (3 hours)
Mondays and Wednesdays 8:30 to 10:00 (Clinic Classroom)**

Instructor: Marc Boccaccini, Ph.D.
Office: 325 AB-4
Office hours: Mon/Weds 8:30-10:00

Phone: (936) 294-1179
E-Mail: Boccaccini@shsu.edu

Course Description

PSY 730 CLINICAL PSYCHOLOGY PROSEMINAR. This course introduces students to the field of clinical psychology, to current topics in clinical psychology, and the areas in which clinical psychologists practice and conduct research. Students are also introduced to the research programs and clinical interests of the core faculty in the Clinical Psychology Ph.D. Program. As part of the course, students are expected to begin scholarly work with a faculty member of their choice. This is a discussion/seminar course that will challenge you to think critically about current and sometimes controversial issues in clinical psychology and to begin thinking about the types of future psychological research that are needed in these areas. Grading in the course is based on student performance on a series of brief research proposals, culminating in a final developed research proposal.

Course Objectives

1. Students will learn to identify areas of needed clinical psychology research by becoming familiar with existing theories, research, and public policy issues. This process will culminate with the development of a research proposal.
2. Students will develop an understanding of the clinical research interests of the core Clinical Psychology Doctoral Program faculty at SHSU and additional faculty who are involved with doctoral student research
3. Students will learn how to be successful doctoral students in the SHSU Clinical Psychology Doctoral Program, which will prepare them for successful careers as legally-informed Clinical Psychologists.
4. Students will be introduced to conceptual, professional, and service delivery issues that are at the core of clinical psychology. Students will be exposed to a wide range of topics in the field, including ethics, diversity and multicultural issues, trends in psychology, forensic psychology, clinical judgment, prescription privileges, and consultation.

Readings (see calendar for a list of readings)

You MUST read the assigned readings prior to each class. Indeed, you will not be able to complete the class writing assignments if you do not read them before class.

Attendance policy

Class attendance is mandatory. You as a doctoral student are expected to attend class as a matter of professional responsibility. If you need to miss class, please contact the instructor beforehand. It is expected that students will actively contribute to class discussion of the readings.

Americans with Disabilities Act

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

Instructor and Course Evaluations

You will be asked to complete several instructor and course evaluations before the end of the semester. Several of these evaluations are for the PhD programs. Others are for the university. Please treat these evaluations seriously because they are treated this way by the PhD program and the University.

Religious Holidays

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Academic honesty

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Plagiarism

You have committed plagiarism when you use the ideas of others and claim them as your own. Plagiarism can involve word for word copying of text from other sources (including others written by you), but does not always involve copying of specific words. Instances of plagiarism are treated very seriously in the Clinical Psychology PhD program and may be grounds for remediation or dismissal.

Grading Plan

Brief research proposals 10 x 7 points each (70%)
Research Proposal and presentation 30 points (30%)

Assignments

1. Brief Research Proposals: You will be required to complete **10 brief research proposals**. Dates on which brief proposals are due are identified in the class schedule. On each of these days, you are to bring to class a 2-3 page (typed, double spaced, 12-point font) brief research proposal that you developed based on what you learned from one (or more) of the class readings for that day. The proposal should contain the following information: 1) one paragraph summarizing the issue or research finding described in the reading that is the basis for your research idea, 2) identify a hypothesis (or hypotheses) stemming from the reading that you think need to be investigated in future research, 3) describe how a research study might be designed to examine this issue. We will be talking about your proposals in class. The purpose of these proposals is to help you in thinking about thesis and dissertation research topics. **The studies you propose should be feasible. In other words, you should propose a study that you could actually complete for a thesis or dissertation.**

2. Developed Research Proposal: Develop one of the research ideas in your brief proposals into a formal research proposal. This should include a literature review (5 pages), a discussion of hypotheses (1-2 pages), and a Method section (e.g., participants, measures, procedure). I know that you have not taken research methods yet, so do not worry about perfecting the methodology. What I want to see is that you have developed a good idea and have started to think about how to conduct a study examining the idea. You must get your proposal topic approved by me. **Papers are due Monday 11/26.** You will also be required to propose your research project to the class, in the format of a thesis proposal presentation.

Class Schedule

Weds 8/22

Introduction to class

Mon 8/27

Career/professional development

1. Morgeson, F.P., Seligman, M.E.P., Sternberg, R.J., Taylor, S.E., & Manning, C.M. (1999). Lessons learned from a life in psychological science: Implications for young scientists. *American Psychologist, 54*, 106-117.
2. Lord, C.G. (2004). A guide to PhD graduate school: How they keep score in the big leagues. In J.M. Darley, M.P. Zanna, and H.L. Roediger III (Eds.), *The compleat academic: A career guide* (2nd Ed., pp 3-15). Washington, DC: American Psychological Association.

Weds 8/29

More career development

1. Cassin, S.E., Singer, A.R., Dobson, K.S., & Altmaier, E.M. (2007). Professional interests and career aspirations of graduate students in professional psychology: An exploratory survey. *Training and education in Professional Psychology, 1*, 26-37.
2. Comas-Diaz, L. (2006). The present and future of clinical psychology in private practice. *Clinical Psychology: Science and Practice, 13*, 273-277.
3. Calhoun, K.S., & Craighead, W.E. (2006). Clinical psychology in academic departments. *Clinical Psychology: Science and Practice, 13*, 278-281.

Mon 9/3

Labor Day (no Class)

Weds 9/5

Legally Informed Clinician

1. Bersoff, D.N., et al. (1997). Training in law and psychology: Models from the Villanova conference. *American Psychologist, 52*, 1301-1310.
2. Otto, R.K., & Heilbrun, K. (2002). The practice of forensic psychology: A look toward the future in light of the past. *American Psychologist, 57*, 5-18.

Mon 9/10

Craig Henderson BRIEF RESERCH PROPOSAL 1 DUE

1. Henderson, C., et al. (2007). Program use of effective drug abuse practices for juvenile offenders. *Journal of Substance Abuse Treatment, 32*, 279-290.
2. Hogue, A., Henderson, C., et al. (2007). *Treatment adherence, competence, and outcome in individual and family therapy for adolescent substance abuse*. Manuscript submitted for publication.
3. Henderson, C., et al. (2007). *Grandmother-grandchild relationship quality predicts psychological adjustment among youth from divorced families*. Manuscript submitted for publication.

Weds 9/12

Assessment: Clinical and Actuarial Judgment

1. Garb, H.N., & Boyle, P.A. (2003). Understanding why some clinicians use pseudoscientific methods: Findings from research on clinical judgment. In S.O. Lilienfeld, S.J. Lynn, and J.M. Lohr (Eds.), *Science and Pseudoscience in clinical psychology* (pp. 17-38). New York: Guilford.
2. Grove, W.M., et al. (2000). Clinical versus mechanical prediction: A meta-analysis. *Psychological Assessment, 12*, 19-30.

Mon 9/17

Dan Murrie BRIEF RESERCH PROPOSAL 2 DUE

1. Murrie, D.C., Boccaccini, M.T., Johnson, J.T., & Janke, C. (in press). Does interrater (dis)agreement on Psychopathy checklist scores in sexually violent predator trials suggest partisan allegiance in forensic evaluations? *Law and Human Behavior*.
2. Murrie, D.C., Boccaccini, M.T., McCoy, W., & Cornell, D. (2007). Diagnostic labeling in juvenile court: How do psychopathy and conduct disorder findings influence judges? *Journal of Clinical Child and Adolescent Psychology, 36*, 228-241.

Weds 9/19

Research Allegiance

1. Antonuccio, D.O., & McClanahan, T.M. (2003). Psychology in the prescription era: Building a firewall between marketing and science. *American Psychologist, 58*, 1028-1043.
2. Luborsky, L., et al. (1999). The researcher's own therapy allegiances: A "wild card" in comparisons of treatment efficacy. *Clinical Psychology: Science and Practice, 6*, 95-106.

Mon 9/24

Marc Boccaccini BRIEF RESERCH PROPOSAL 3 DUE

- 1) Young, B.A., Boccaccini, M.T., Conroy, M.A., & Lawson, K. (2007). Four practical and conceptual assessment issues that evaluators should address in capital case mental retardation evaluations. *Professional Psychology: Research and Practice, 38*, 169-178.
- 2) Boccaccini, M.T., & Murrie, D.C (2007). NIJ grant proposal. Sex offender risk assessment.

Weds 9/26

Treatment

1. Boisvert, C.M., & Faust, D. (2006). Practicing psychologists' knowledge of general psychotherapy research findings: Implications for science-practice relations. *Professional Psychology: Research and Practice, 37*, 708-716.
2. Luborsky et al. (2002). The dodo bird verdict is alive and well—mostly. *Clinical Psychology: Science and Practice, 9*, 2-12.
3. Beutler, L.E. (2002). The dodo bird is extinct. *Clinical psychology Science and Practice, 9*, 30-34.

Mon 10/1

Audrey Miller BRIEF RESEARCH PROPOSAL 4 DUE

1. Miller, A.K., et al. (2007) Self blame among sexual assault victims prospectively predicts revictimization: A perceived sociological context model of risk. *Basic and Applied Social Psychology*, 29, 129-136.
2. Miller, A.K., & Markham, K.D. (2007). Depression, regulatory focus, and motivation. *Personality and Individual Differences*, 43, 427-436.
3. Miller, A.K., et al. (2007). *Deconstructing self-blame following sexual assault: The critical role of cognitive processing*. Manuscript submitted for publication.

Weds 10/3

Prescriptive Authority for Psychologists

1. Robiner, W.N., Bearman, D.L., Berman, M., Grove, W., Colon, E., Armstrong, J., & Mareck, S. (2002). Prescriptive authority for psychologists: A looming health hazard? *Clinical Psychology: Science and Practice*, 9, 231-248.
2. Levine, E.S., & Schmelkin, L.P. (2006). The move to prescribe: A change in paradigm? *Professional Psychology: Research and Practice*, 37, 205-209.
3. LeVine, E.S. (2007). Experienced from the frontline: prescribing in New Mexico. *Psychological Services*, 4, 59-71.

Mon 10/8

Mary Alice Conroy BRIEF RESEARCH PROPOSAL 5 DUE

1. Readings to be announced.

Weds 10/10

Consultation

1. Dougherty, A.M. (2000). Mental health consultation. In A.M. Dougherty, *Psychological consultation and collaboration in School and community settings* (3rd ed.) (pp. 229-267). Stamford, CT: Brooks/Cole
2. Robinson, J.D., & Baker, J. (2006). Psychological consultation and services in a general medical hospital. *Professional Psychology: Research and Practice*, 37, 264-267.

Mon 10/15

Thesis/dissertation proposal example

Weds 10/17

Heather Littleton BRIEF RESEARCH PROPOSAL 6 DUE

1. Littleton et al. (2007) NSF grant project description.
2. Littleton et al. (2007). Research plan NIMH grant proposal.
3. Littleton, H. (2007). Rape acknowledgment, recovery-related behaviors, and re-victimization risk: A longitudinal study. SPSSI grant proposal.

Mon 10/22

Rody Miller BRIEF RESEARCH PROPOSAL 7 DUE

1. Miller, R. (2006). Is embarrassment a blessing or a curse. Book chapter.
1. Miller (2007). Attending to temptation: The operation (and perils) of attention to alternatives in close relationships. Manuscript submitted for publication.

Weds 10/24

Diversity

- 1) Carter, R.T., & Forsyth, J.M. (2007). Examining race and culture in psychology journals: The case of forensic psychology. *Professional Psychology, Research and Practice*, 38, 133-142.
- 2) Stuart, R.B. (2004). Twelve practical suggestions for achieving multicultural competence. *Professional Psychology: Research and Practice*, 35, 3-9.

Mon 10/29

Internship

- 1) Rodolfa, E.R., Owen, J.J., & Clark, S. (2007). Practicum training hours: Fact and fantasy. *Training and Education in Professional Psychology*, 1, 64-73.
- 2) Kaslow, N.J., Pate, W.E., & Thorn, B. (2005). Academic and internship directors perspectives on practicum experiences: Implications for training. *Professional Psychology: Research and Practice*, 36, 307-317.

Weds 10/31

Diagnosis and Taxometrics

1. Watson, D., & Clark, L.A. (2006). Clinical diagnosis at the crossroads. *Clinical Psychology: Science and Practice*, 13, 210-215.
2. Joiner, T.E., & Schmidt, N.B. (2002). Taxometrics can "do diagnostics right" (and isn't quite as hard as you think). In L.E. Beutler and M.L. Malik (Eds.), *Rethinking the DSM: A psychological perspective* (pp. 107-120). Washington, DC: American Psychological Association.

Mon 11/5

David Nelson **BRIEF RESERCH PROPOSAL 8 DUE**

1. Readings to be announced.

Weds 11/7

Policy

- 1) DeLeon, P.H. et al. (2006). Navigating politics, policy, and procedure: A firsthand perspective of advocacy on behalf of the profession. *Professional Psychology: Research and Practice*, 37, 146-153.
- 2) Maton, K.I., & Bishop-Josef, S.J. (2006). Psychological research, practice, and social policy: Potential pathways of influence. *Professional Psychology: Research and Practice*, 37, 140-145.

Mon 11/12

BREIF RESEARCH PROPOSAL 10 Due (5 page Proposal of final paper)

Weds 11/14

Ramona Noland **BRIEF RESERCH PROPOSAL 9 DUE**

1. Fernandez, K., Boccaccini, M.T., & Noland, R.M. (2007). Professionally responsible test selection for Spanish-speaking clients: A four-step approach for identifying and selecting translated tests. *Professional Psychology, Research and Practice*, 38, 363-374.
2. second reading to be announced

Mon 11/19

Research Proposal updates

Weds 11/21

Thanksgiving holiday no class

Mon 11/26

Developed Research Proposals Due

Weds 11/28

Students Present Developed Research Proposals to Class

Mon 12/3

Students Present Developed Research Proposals to Class

Weds 12/5

Students Present Developed Research Proposals to Class

PSY 736: Mental Health Law

Spring, 2004

Phillip Lyons, J.D.,
Ph.D.

Wed. 2:00-5:00: C-215
(CJC)



I. Office

Room: C-208

Phone: 294-1700

Hours: Mon. 1:00-3:00; Wed 11:00-12:00, 1:00-2:00 plyons@shsu.edu

Syllabus: <http://www.shsu.edu/cjcenter/Lyons/Psyc.736/psy736s04syl.html>

II. Course Description

"This course explores state and federal constitutional, statutory and case law regulating mental health professional practice." In this course we will examine substantive civil, criminal, and administrative law relative to mental health issues.

A. Course Objectives

1. The student will gain a thorough understanding of the various ways that mental health is likely to arise and to be adjudicated in criminal contexts.

2. The student will gain a thorough understanding of the ways that mental health issues arise in the civil context, especially with regard to civil competencies and civil commitment.
3. The student will gain a general understanding of the operation of administrative law and rules pertaining to mental health, especially in the context of legal entitlements (e.g., special education law, disability law).
4. The student will gain a basic understanding of how law regulates mental health professional practice.

B. Required Readings:

Reisner, R., Slobogin, C., & Rai, A. (1999). Law and the mental health system: Civil and criminal aspects. St. Paul, MN: West.

Supplementary readings on reserve.

Having trouble with a term? [Click here for an abbreviated dictionary](#).



Click to Buy

III. Expectations of Students

A. Attendance

The attendance policy for this and other courses is described in the Graduate Catalogue. Excessive absences (more than two class periods) or tardies may result in a reduction of the final grade.

B. Readings

Students are expected to have read the assigned readings prior to each class.

C. Class participation

Students will be called on in class to provide feedback regarding topics under consideration.

D. Academic honesty

Students will be held to standards of academic honesty outlined by the University (i.e., Student Guidelines § 5.3) and the Ethical Principles of Psychologists. Instances of academic dishonesty may result in sanctions ranging from

a reduction in the grade for a particular assignment to assignment of an "F" for the

course, depending on the severity of the infraction as determined by the instructor.

The instructor also reserves the right to refer such cases to the Office of Student Life

for discipline up to and including permanent expulsion from Sam Houston State University

and member institutions of the Texas State University System.

E. Miscellaneous

Students should keep distractions to a minimum (e.g., cell phones and pagers on vibrate mode, avoid noisy food, etc.).

F. Disabled Student Policy

Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.

IV. Student Evaluations

Four products will count equally toward your final grade. They are:

A. Mid-term examination (essay; make ups will be offered during final exam week)

B. Final examination (essay)

C. Paper (approx. 25 pp. on a mental health law topic approved in advance)

D. Reference notebook on Mental Health Law (organized in a way that allows you to expand and revise the notebook so as to serve as a professional reference source)

Tentative Class Schedule

<u>CLASS</u>	<u>REQUIRED READING</u>	<u>TOPIC</u>
1-14	None	Introduction
1-21	Ch.2	Regulation of MHPs
1-28	Ch.3 §§ II.A. & II.C.	Malpractice Liability
2-4	Ch.4	Informed Consent
2-11	Ch.5 §§ I.-II., & III.B.	Confidentiality, Privacy, & Records
2-18	Ch.6 §§ I.-II.	Admissibility of Testimony
2-25	Legal Research Supp.	Legal Research
3-3	Ch.7 §§ I., II.A.-II.C.	Criminal Responsibility
3-10	None	Mid-term Exam
3-17	None	Spring Break
3-24	Ch.7 §§ II.D.-II.F., III.	Responsibility (contd.) & Sentencing
3-31	Ch.8 §§ I. & II.	Basis for State Intervention
4-7	Ch.8 §§ III. & IV.	Least Restrictive Altern./Procedures
4-14	Ch.8 § V.	Commitment of Other Populations
4-21	Ch.9 §§I.-IV.	Guardianship/Right to Refuse Treatment
4-28	Ch.9 § V.	Criminal Competencies/ <i>Papers Due</i>
5-5	Child/Intl. Supp.	<u>Child Mental Health Law/International Law</u>
5-12	None	Final Exam (5:00p - 7:00p)/ <i>Notebooks Due</i>

PSYCH 739: Developmental Psychopathology

Daniel Murrie, Ph.D.

Office: AB4-323

Phone: 294.4161

Email: Murrie@shsu.edu

Office Hours: By Appointment

please feel free to contact via email or phone anytime

Course Information:

Time: Mondays, 6:00-8:50pm

Location: AB4 Room 313

Required Readings

A list featuring assigned readings for each week is appended to this syllabus. Most of the articles corresponding to each weeks lecture will be available via Blackboard. In a few instances, hard copies of articles will be distributed during class, well in advance of the day they are due. Assigned articles are to be read prior to class discussion of the articles.

Objectives

1. Gain an understanding of the theory and key concepts related to the integration of developmental psychology and child psychopathology.
2. Gain an understanding of research methodology (retrospective, cross-sectional, and prospective-risk) and contributions made through investigation of child psychopathology from this perspective.
3. Gain understanding of risk conditions in infancy and childhood, their antecedents and sequelae, and the ways in which these contribute to the development of psychopathology.
4. Gain understanding of general systems theory and its application to socio-emotional development, and an understanding of the ways that biological, social, and psychological processes interact in the development of childhood disorders.
5. Develop enhanced competence in diagnosing and treating specific childhood disorders relevant to clinical and forensic work with children, adolescents, and families.

Please note: Throughout the course, a primary goal will be to think about childhood disorders within a developmental psychopathology framework. Because assessment and treatment of childhood disorders are foci in other courses, assessment and treatment will *not be a primary focus* in this course, although we may discuss examples in which developmental psychopathology informs optimal assessment or treatment.

Requirements and Format

This is primarily a seminar course. Although each class will feature a lecture component (approximately 60-90 minutes), an equally important component of class involves group discussion of the assigned readings. Although one student will be assigned to facilitate discussion each week (see below) *all students will be expected to participate actively in class discussion and should be prepared to answer questions related to the material covered in the readings.*

If students are diligent in reading the assigned articles and participating in class discussion, it will not be necessary to administer a mid-term or final exam. However, I reserve the right to administer these exams if it appears necessary (i.e., if students do not appear to have consistently read and discussed the assigned readings).

In addition to consistently reading and discussing the assigned readings, course grades will be based on two additional requirements:

Discussion Leader. At least once during the semester, each student will be responsible for facilitating class discussion of the assigned articles. The role of discussion leader requires that you know the assigned readings quite well, and facilitate an interactive discussion about them. You need not (and should not) give a lecture. However, you may wish to offer *brief* article summaries as a starting point for discussion, and then facilitate discussion by posing questions, or offering observations. Look for opportunities to discuss the assigned readings within a developmental psychopathology framework, and look for opportunities to discuss the readings as they relate to any clinical practice in which you are engaged. Often, it may be helpful to provide the class with some written notes, reflections, or questions in order to facilitate discussion and help them prepare. In order to ensure that these materials reach your classmates early enough that they can read them before class, please be sure to email them to your instructor (who will distribute them to the entire class) by 5:00pm on the Sunday preceding class. Note that you are not entirely responsible for facilitating the discussion (the instructor is always “co-facilitator”), but you are expected to prepare fully.

Research Paper. The second requirement for this doctoral-level course is a literature review on a topic directly relevant to developmental psychopathology. The paper should address, *from a developmental psychopathology perspective*, a particular aspect of a disorder or condition in childhood (e.g., pediatric bipolar

disorder), a particular risk or protective factor for childhood psychopathology (e.g., maternal depression, fetal alcohol syndrome, particular parenting practices), and/or key developmental concepts (e.g., temperament, attachment) as related to a particular disorder. Please understand that the paper should not merely be a description of a particular disorder (as might be expected in an undergraduate course). Rather, the assignment requires that you discuss from a developmental psychopathology perspective a particular, circumscribed topic. Many broad childhood disorders or conditions have already received excellent attention of this sort in the literature and would probably not be suitable for your assigned paper. For example, a general paper on ADHD, conduct disorder, or conduct problems would *not* be appropriate. In contrast, your paper should identify a narrow topic that has not received extensive attention (e.g., childhood psychosis) or should select a particular aspect of a broader topic (e.g., attachment and sexual behavior problems in children, temperament and resilience to pathology). Identify your paper topic in consultation with the instructor, by the third class meeting. Papers should be 15-20 pages (not including references).

Evaluation

Grades will be calculated as follows:

Overall class preparation and participation:	20%
Discussion Leader Duties:	20%
Literature Review Paper	60%

Attendance

You are expected to follow the attendance policy as described in the student handbook. Except under extenuating circumstances, students are expected to attend every class session. This is particularly important considering that classes meet only once per week, for three hour sessions.

Academic Honesty

Students are expected to adhere to the policies of the University as well as those described in the Program's graduate student handbook.

Please Note: Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.

Schedule

DATE	TOPIC + READINGS	DISCUSSION LEADER
1/22	Guest Speaker (no readings assigned) "An intro to developmental psychopathology: Using Juvenile delinquency as an example of key themes in DP"	N/A
1/29	What is Developmental Psychopathology, anyway?	Amber S.
	Cicchetti, D. (2006). Development and Psychopathology. .In D. Cicchetti & D.J. Cohen (Eds) <i>Developmental Psychopathology, 2nd Ed.</i> (pp. 1-23). Hoboken, NJ. Wiley & Sons.	
	Mash, E. & Dozois, D. (2003). Child psychopathology: A developmental systems perspective. In E. Mash & R. Barkley (Eds.), <i>Child Psychopathology 2nd Ed</i> (pp. 3-71). NY: Guilford.	
	Rutter, M., & Sroufe, L. (2000). Developmental psychopathology: Concepts and challenges. <i>Development and Psychopathology, 12</i> , 265-296.	
	Wakefield, J.C. (1997). When is development disordered? Developmental psychopathology and the harmful dysfunction analysis of mental disorder. <i>Development and Psychopathology, 9</i> , 269-290.	
2/5	Systems Theory and Developmental Systems	Beth C.
	Sameroff, A. J. (2000). Developmental systems and psychopathology. <i>Development and Psychopathology 12</i> , 297-312.	
	Bronfenbrenner, U. (1986). Ecology of the Family as a Context for Human Development: Research Perspectives. <i>Developmental Psychology, 22</i> , 723-742	
	Cowan, P.A., & Cowan, C.P. (2006). Developmental psychopathology from a family systems and family risk factors perspectives: Implications for family research, practice, and policy. In D. Cicchetti & D.J. Cohen (Eds) <i>Developmental Psychopathology, 2nd Ed.</i> (pp. 530-587). Hoboken, NJ. Wiley & Sons.	
2/12	Classification and Prevalence of Childhood Disorders	Leah S.
	Angold, A., Costello, J., Farmer, E., Burns, B., & Erkanli, A. (1999). Impaired but undiagnosed. <i>Journal of the American Academy of Child and Adolescent Psychiatry, 38</i> , 129-137.	
	Jensen, P.S., & Hoagwood, K. (1997). The book of names: DSM-IV in context. <i>Development and Psychopathology, 9</i> , 231-249.	
	Cantwell, D. (1996). Classification of child and adolescent psychopathology. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines, 37</i> , 3-12.	

	Roberts, R., Attkisson, C., & Rosenblatt, A. (1998). Prevalence of psychopathology among children and adolescents. <i>American Journal of Psychiatry</i> , 155, 715-725.	
	Jensen, P.S., Hoagwood, K., & Zitner, L. (2006). What's in a name? Problems versus prospects in current diagnostic approaches. In D. Cicchetti & D.J. Cohen (Eds) <i>Developmental Psychopathology</i> , 2 nd Ed. (pp. 24-41). Hoboken, NJ. Wiley & Sons.	
2/19	Developmental Pathways, Risk, and Resilience	Jeremy J.
	Pickles, A. & Hill, J. (2006). Developmental Pathways. In D. Cicchetti & D.J. Cohen (Eds) <i>Developmental Psychopathology</i> , 2 nd Ed. (pp. 211-243). Hoboken, NJ. Wiley & Sons.	
	Harrison-Hale, A. O., McLoyd, V. C., & Smedley, B. (2004). Racial and ethnic status: Risk and protective processes among African American families. In K. I. Maton, C. J. Schellenbach, B. J. Leadbeater, & A. L. Solarz (Eds.), <i>Investing in children, youth, families, and communities: Strengths-based research and policy</i> (pp. 269-283).	
	Luthar, S. S., (2006) Resilience in Development: A synthesis of research across five decades. In D. Cicchetti & D.J. Cohen (Eds) <i>Developmental Psychopathology</i> , 2 nd Ed. (pp. 739-796). Hoboken, NJ. Wiley & Sons.	
	Masten, A. (2001). Ordinary magic: Resilience processes in development. <i>American Psychologist</i> , 56, 227-238.	
2/26	Key Relationships in Developmental Psychopathology: Parenting and Peers	Claire S.
	Cicchetti, D. & Valentino, K. (2006). An ecological-transactional perspective on child maltreatment: Failure of the average expectable environment and its influence on child development. In D. Cicchetti & D.J. Cohen (Eds) <i>Developmental Psychopathology</i> , 2 nd Ed. (pp. 129-201). Hoboken, NJ. Wiley & Sons	
	Field, T. (1995). Psychologically depressed parents. In M. H. Bornstein (Ed) <i>Handbook of Parenting: Vol. 4. Applied and Practical Parenting</i> . Mahwah, NJ: Lawrence Erlbaum.	
	Compton, K., Snyder, J., Schrepferman, L., Bank, L., & Shortt, J. W. (2003). The contribution of parents and siblings to antisocial and depressive behavior in adolescents: A double jeopardy coercion model. <i>Development and Psychopathology</i> , 15, 163-182.	
	Deater-Deckard, K. (2001). Annotation: Recent research examining the role of peer relationships in the development of psychopathology. <i>Journal of Child Psychology & Psychiatry & Allied Disciplines</i> , 42, 565-579.	
	Galambos, N. L., Barker, E. T., & Almeida, D. M. (2003). Parents do matter: Trajectories of change in externalizing and internalizing problems in early adolescence. <i>Child Development</i> , 74, 578-594.	
	Parker, J. G., & Asher, S. R. (1987). Peer relations and later personal adjustment: Are low-accepted children at risk? <i>Psychological Bulletin</i> , 102, 357-389.	

3/5	Context, Culture, and Poverty	Cyndi M.
	Jarrett, R. L. (1995). Growing up poor: The family experiences of socially mobile youth in low-income African-American neighborhoods. <i>Journal of Adolescent Research</i> , 10, 111-135	
	Coll, C.G., Akerman, A. & Cicchetti, D. (2000). Cultural influences on developmental processes and outcomes: Implications for the study of development and psychopathology. <i>Development & Psychopathology</i> , 12, 333-356.	
	Kuperminc, G., Leadbeater, B., & Blatt, S. (2001). School social climate and individual differences in vulnerability to psychopathology among middle school students. <i>Journal of School Psychology</i> , 39, 141-159.	
	Leventhal, T., & Brooks-Gunn, J. (2000). The neighborhoods they live in: The effects of neighborhood residence on child and adolescent outcomes. <i>Psychological Bulletin</i> , 126, 309-317.	
	Parron, D.L. (1997). The fusion of cultural horizons: Cultural influences on the assessment of psychopathology in children. <i>Applied Developmental Science</i> , 1, 156-159.	
	Steinberg, L., & Avenevoli, S. (2000). The role of context in the development of psychopathology: A conceptual framework and some speculative propositions. <i>Child Development</i> , 71, 66-74.	
3/12	NO CLASS—SPRING BREAK	N/A
3/19	Mental Retardation, and Pervasive Developmental Disorders	Kim P.
	Dawson, G. & Toth, K. (2006). Autism Spectrum Disorders. In D. Cicchetti & D.J. Cohen (Eds) <i>Developmental Psychopathology</i> , 2 nd Ed. (pp. 317-357). Hoboken, NJ. Wiley & Sons	
	Hodapp, R.M. & Burack, J. (2006). Developmental approaches to children with mental retardation: A second generation? In D. Cicchetti & D.J. Cohen (Eds) <i>Developmental Psychopathology</i> , 2 nd Ed. (pp. 235-267). Hoboken, NJ. Wiley & Sons	
	REMINDER: You may turn in your paper by 3/24 and received 3 bonus points (percentage points) added to your grade!!	
3/26	ADHD and Impulse Control Problems	Corey B.
	Barkley, R. (2003) Attention-deficit/hyperactivity disorder. In Mash, E & Barkley, R (Eds). <i>Child psychopathology (2nd ed.)</i> . (pp. 75-143), NY: Guilford Press	

	Nigg, J.T., Hinshaw, S.P., & Huang-Pollock. (2006). Disorders of attention and impulse regulation. In D. Cicchetti & D.J. Cohen (Eds) <i>Developmental Psychopathology, 2nd Ed.</i> (pp. 358-403). Hoboken, NJ. Wiley & Sons	
4/2	Conduct Problems: A Developmental Perspective	Jen R.
	Dishion, T.J. & Patterson, G. (2006). The development and ecology of antisocial behavior in children and adolescents. In D. Cicchetti & D.J. Cohen (Eds) <i>Developmental Psychopathology, 2nd Ed.</i> (pp. 503-541). Hoboken, NJ. Wiley & Sons	
	Hinshaw, S.P. & Lee, S. (2003). Conduct and oppositional defiant disorders. In Mash, E & Barkley, R (Eds). <i>Child psychopathology (2nd ed.)</i> . (pp. 144-199). NY: Guilford	
	Frick, P.J. & Ellis, M.L. (1999). Callous-unemotional traits and subtypes of conduct disorder. <i>Clinical Child and Family Psychology Review, 2</i> , 149-168.	
	<u>Recommended:</u> McMahon, R.J. & Frick, P.J. (2005). Evidence-based assessment of conduct problems in children and adolescents. <i>Journal of Clinical Child and Adolescent Psychology, 34</i> , 477-505.	
4/9	Conduct Problems (Continued)	Matt J.
	Moffitt, T. (1993). Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. <i>Psychological Review, 100</i> , 674-701	
	Moffitt, T. (2002). Males on the life-course-persistent and adolescence-limited antisocial pathways: Follow-up at age 26 years. <i>Development-and-Psychopathology, 14</i> , 179-207	
	Moffitt, T. (2006). Adolescence limited antisocial behavior. In D. Cicchetti & D.J. Cohen (Eds) <i>Developmental Psychopathology, 2nd Ed.</i> (pp. 570-598). Hoboken, NJ. Wiley & Sons	
	Moffitt, T.E. (2005). The new look of behavioral genetics in developmental psychopathology. <i>Psychological Bulletin, 131</i> , 533-554.	
4/16	Mood Disorders Guest Presentation: <u>Amanda McGorty</u> (pediatric bipolar)	Lisa K.
	Hammen, C. & Rudolph, K.D. (2003). Childhood mood disorders. In Mash, E & Barkley, R (Eds). <i>Child psychopathology (2nd ed.)</i> . (pp. 233-279). NY: Guilford	
	Leibenluft E, Charney DS, Towbin KE, Bhangoo RK, Pine DS (2003): Defining clinical phenotypes of juvenile mania. <i>American Journal of Psychiatry, 160</i> , 430-437.	
	Barretto, S., & McManus, M. (1997). Casting the net for "depression" among ethnic minority children from the high-risk urban communities. <i>Clinical Psychology Review, 17</i> , 823-845.	
4/23	Childhood Anxiety and Eating Disorders	Bethany Y.
	Albano, A.M., Chorpita, B.F., & Barlow, D.H. (2003). Childhood anxiety disorders. In Mash,	

	E & Barkley, R (Eds). <i>Child psychopathology (2nd ed.)</i> . (pp. 270-319). NY: Guilford	
	Evans, D.W. & Leckman, J.F., (2006). Origins of obsessive-compulsive disorder: Developmental and evolutionary perspectives. In D. Cicchetti & D.J. Cohen (Eds) <i>Developmental Psychopathology, 2nd Ed.</i> (pp. 404-435). Hoboken, NJ. Wiley & Sons	
	Wilson, G.T., Black Becker, C., & Hefferman, K. (2003). Eating Disorders. In Mash, E & Barkley, R (Eds). <i>Child psychopathology (2nd ed.)</i> . (pp. 687-715). NY: Guilford	
4/30	Learning Disorders, Schools as Developmental Context	Tamika B.
	Lyon, G.R., Fletcher, J.M., & Barnes, M.C. (2003). Learning Disabilities. In Mash, E & Barkley, R (Eds). <i>Child psychopathology (2nd ed.)</i> . (pp. 520-588). NY: Guilford	
	Pianta, R. (2006). Schools, schooling, and developmental psychopathology. In D. Cicchetti & D.J. Cohen (Eds) <i>Developmental Psychopathology, 2nd Ed.</i> (pp. 494-529). Hoboken, NJ. Wiley & Sons	
	Love, J.M et al (2005). The effectiveness of Early Head Start for 3-year-old children and their parents: Lessons for policy and Programs. <i>Developmental Psychology, 41</i> , 885-901.	
	REMINDER: Paper due by Friday May 4	
5/7->	FINALS WEEK	

Psychology 760
Multicultural Psychology
3 Credit Hours
Fall, 2006

Location: Psychological Services Center

Time: Tuesday, 2:00-4:50

Instructor:

Mary Alice Conroy, Ph.D., ABPP

Office Phone: 294-3806

E-Mail: maconroy@shsu.edu

Office: Psychological
Services Center

Hours: MTTh 8:00-9:00

T 1:00-2:00

Required Books

Sue, D. W., & Sue, D. (2003). *Counseling the culturally diverse: Theory and Practice* (4th ed.). NY: John Wiley & Sons.

American Psychological Association. (2006). *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*. (Available online.)

Course Description

The course is designed to examine the roles and influences of cultural and individual differences in mental health. Although the field of multicultural psychology covers a vast array of topics, this course will focus specifically on multiculturalism as it applies to the delivery of clinical services. Appropriate assessment and intervention approaches to psychological work with various clinical populations will be discussed. However, the theme for the course is that everyone is multicultural. Although some attention will be given to specific cultural groups, emphasis will be placed upon seeing people as individuals and avoiding cultural stereotypes. The class is designed for students to learn primarily through participation.

Course Objectives

1. To have students explore their own cultural identities and how these may impact their clinical work.
2. To provide students with a foundation for evolving into culturally competent practitioners.
3. To assist students in developing critical and informed thinking about cultural issues and individuality.

4. To explore the mechanisms by which people develop cultural identities.
5. To explore the ways in which cultural context should influence assessment, diagnosis, and intervention in clinical work.
6. To promote greater understanding of the barriers to clinical care faced by persons of culturally diverse backgrounds or who have found themselves to be immigrants or refugees.
7. To promote more global understanding of the primary racial/ethnic/cultural groups prominent in this country.

Schedule

The schedule presented is tentative and provided to assist you in planning your reading. The pace may be slowed or accelerated depending upon class response. You are strongly encouraged to begin reading immediately, as class sessions will be of limited value and generate little discussion if you have not first read the material.

Dates

Topics

08/22/06

Introduction

08/29/06

Therapist as Multicultural

Hays, P. A. (2002). *Addressing cultural complexities in practice: A framework for clinicians and counselors* (pp. 3-52). Washington, DC: APA.

Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (2001). *Handbook of multicultural counseling* (2nd ed.) (pp. 3-44). Thousand Oaks, CA: Sage.

09/05.06

Identity Development

****Self-identity paper due****

Carter, R. T. (1995). *The influence of race and racial identity in psychotherapy: Toward a racially inclusive model* (pp.139-156). NY: Wiley.

Dana, R. H. (2005). *Multicultural assessment: Principles, applications, and examples* (pp. 34-48). Mahwah, NJ: Lawrence Erlbaum.

Hays, P. A. (2002). *Addressing cultural complexities in practice: A framework for clinicians and counselors* (pp. 55-48). Washington, DC: APA.

Sue, D. W., & Sue, D. (2003). *Counseling the culturally diverse: Theory and practice* (4th ed.) (pp. 205-289). NY: Wiley.

09/12/06

*****Prejudice and Privilege*****

Clark, R., Anderson, N. B., Clark, V. R., & Williams, D. R. (1999). Racism as a stressor for African Americans: A biopsychosocial model. *American Psychologist*, 54, 805-816.

Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (2001). *Handbook of multicultural counseling* (2nd ed.) (pp. 45-63, 257-288). Thousand Oaks, CA: Sage.

Tinsley-Jones, H. A. (2001). Racism in our midst: Listening to psychologists of color. *Professional Psychology: Research and Practice*, 32, 573-580.

Willie, C. V., Rieker, P. P., Kramer, B. M., & Brown, B. S. (1995). *Mental health, racism, and sexism* (pp. 3-25, 119-147). Pittsburg: University of Pittsburg Press.

09/19/06

*****Assessment and Diagnosis*****

Constantine, M. G., & Sue, D. W. (2005). *Strategies for building multicultural competencies in mental health and educational settings* (pp. 19-38). NY: Wiley.

Dana, R. H. (2005). *Multicultural assessment: Principles, applications, and examples* (pp. 67-120). Mahwah, NJ: Lawrence Erlbaum.

Hays, P. A. (2002). *Addressing cultural complexities in practice: A framework for clinicians and counselors* (pp. 89-149). Washington, DC: APA.

09/26/06

Therapy and Counseling

****Client Identity Paper Due****

Cuellar, I., & Paniagua, F. A. (Eds.) (2000). *Handbook of multicultural mental health* (pp. 280-323). San Diego, CA: Academic Press.

- Hays, P. A. (2002). *Addressing cultural complexities in practice: A framework for clinicians and counselors* (pp. 153-175). Washington, DC: APA.
- Moodley, R., & Palmer, S. (2006). *Race, culture, and psychotherapy: Critical perspectives in multicultural practice* (pp. 46-57). NY: Routledge.
- Norcross, J. C., & Goldfried, M. R. (2005). *Handbook of psychotherapy integration* (2nd ed.) (pp.321-339). NY: Oxford University Press.
- Sue, D. W., & Sue, D. (2003). *Counseling the culturally diverse: Theory and practice* (4th ed.) (pp. 123-150). NY: Wiley.

10/03/06

*****Working with Families and Children*****

- Black, M. M., & Krishnakumar, A. (1998). Children in low-income, urban settings: interventions to promote mental health and well-being. *American Psychologist*, 53, 635-646.
- Cuellar, I., & Paniagua, F. A. (Eds.) (2000). *Handbook of multicultural mental health* (pp. 360-380). San Diego, CA: Academic Press.
- Ng, K. S. (Ed.) (2003). *Global perspectives in family therapy* (pp. 1-15, 175-194). NY: Brunner-Routledge.
- Sue, D. W., & Sue, D. (2003). *Counseling the culturally diverse: Theory and practice* (4th ed.) (pp. 151-176). NY: Wiley.

10/10/06

*****Barriers to Mental Health Treatment*****

- Harley, D. A., & Dillard, J. M. (Eds.) (2005). *Contemporary mental health issues among African Americans* (pp.163-174, 225-235). Alexandria, VA: American Counseling Association.
- Lott, B. (2002). Cognitive and behavioral distancing from the poor. *American Psychologist*, 57, 100-110.
- Smith, L. (2005). Psychotherapy, classism, and the poor: Conspicuous by their absence. *American Psychologist*, 60, 687-696.
- Sue, D. W., & Sue, D. (2003). *Counseling the culturally diverse: Theory and practice* (4th ed.) (pp. 63-121). NY: Wiley.

10/17/06

Diversity and Religious Beliefs

Richards, P. S., & Bergin, A. E. (Eds.) (2000). *Handbook of psychotherapy and religious diversity* (pp.3-26). Washington, DC: APA.

(individual readings to be assigned)

10/24/06

*****Disabilities/illness/age*****

Aponte, J. F., Rivers, R. Y., & Wohl, J. (1995). *Psychological interventions and cultural diversity* (pp. 234-249). Boston: Allyn & Bacon.

Cuellar, I., & Paniagua, F. A. (Eds.) (2000). *Handbook of multicultural mental health* (pp. 341-355). San Diego, CA: Academic Press.

Harley, D. A., & Dillard, J. M. (Eds.) (2005). *Contemporary mental health issues among African Americans* (pp.237-253). Alexandria, VA: American Counseling Association.

Hinrichsen, G. A. (2006). Why multicultural issues matter for practitioners working with older adults. *Professional Psychology: Research and Practice*, 37, 29-35.

Sue, D. W., & Sue, D. (2003). *Counseling the culturally diverse: Theory and practice* (4th ed.) (pp. 393-406, 421-436). NY: Wiley.

10/31/06

*****Communities and Context*****

American Psychological Association. (2006). *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*. (Available online.)

Aponte, J. F., Rivers, R. Y., & Wohl, J. (1995). *Psychological interventions and cultural diversity* (pp. 109-144). Boston: Allyn & Bacon.

Gong-Guy, E., Cravens, R.B., & Patterson, T. E. (1991). Clinical issues in mental health service delivery to refugees. *American Psychologist*, 46, 642-648.

Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (2001). *Handbook of multicultural counseling* (2nd ed.) (pp. 729-752). Thousand Oaks, CA: Sage.

Sue, D. W., & Sue, D. (2003). *Counseling the culturally diverse: Theory and practice* (4th ed.) (pp. 439-455). NY: Wiley.

Willie, C. V., Rieker, P. P., Kramer, B. M., & Brown, B. S. (1995). *Mental health, racism, and sexism* (pp. 217-236). Pittsburg: University of Pittsburg Press.

11/07/06	Student Presentations
	Class Papers Due
11/14/06	Student Presentations
11/21/06	Student Presentations
11/28/06	Student Presentations
12/05/06	Student Presentations

Attendance Policy

Regular and punctual class attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a portion of your grade will be based upon discussion questions submitted and participation in the subsequent discussions.

Course Requirements

There are no examinations in this course and no material to be memorized. Course grades will be based upon five domains.

10% Self-identity paper. This is a short paper (5-6 pages) in which the student is expected to explore their own multicultural identity. No one is expected to reveal information they consider to be too personal. You may wish to discuss race/ethnicity, sex/gender identity, social class, religion, ability status, specific life experiences, groups with which you identify, professional identification or other relevant factors. You must integrate at least three different aspects of your cultural identity. *Lastly, and most challenging, you are to describe the impact of these cultural factors on your values, worldview, and clinical style.*

10% Client-identity paper. This is also a short paper (5-6 pages) for which you are to choose some client with whom you have worked, preferably someone you view as culturally different from you in some way. Provide some very brief background material. (It goes without saying that the client should not be specifically identified.) Explore in what ways you saw the person as culturally unique (e.g., race/ethnicity, family values, religious beliefs, social class, group membership, world view, life experiences, etc.) Then discuss how these factors impacted your relationship with the client and in what ways you would need to adjust your clinical approach. Consider the transference and counter transference issues that may have arisen from the cultural diversity.

20% Class participation/preparation. You are expected to come prepared to discuss the topic and readings for each class. One measure of preparedness will be questions submitted for discussion during specified classes. For these classes, each student is expected to submit at least two questions they believe are most worthy of discussion and e-mail them to me no later than 5 p.m. the day before the class. Each class for which this is required is marked with triple stars (***). *It is expected that questions are aimed at generating stimulating, thought-provoking dialogue, not simply inquire about topics that have straightforward answers.* If you prefer, instead of questions you may suggest class activities or exercises that might also serve the same purpose. Think creatively!

30% Class paper. Students have the choice of:

- 1) Select a topic relevant to the provision of a specific psychological service to a specific population. The paper should demonstrate the critical analysis of the state of the art in this area, as well as an articulation of next steps in the development of this literature.
- 2) Review a book that focuses on the provision of psychological services to a specific population. The review should provide a critical analysis of the work's contribution to the provision of efficacious services to the population of focus. This will probably require citing sources in addition to the book in question.
- 3) Design an empirical grant proposal to further our understanding of the effective provision of psychological services to diverse populations. You will need to identify a relevant granting agency and follow the application guidelines for formatting the written product.

30% Class presentation. The last five class periods will be devoted to student presentations. For this purpose the class will be divided into five groups, each focusing on a specific population – these should correspond to the population on which you focused for your class paper. The “team” for the presentation should pull together what they have learned and share it with the rest of us. This could

come in the form of three separate presentations, but a more integrated approach may be more effective. You may wish to consider a variety of approaches and media. For example, this could include power point, film clips, role plays, video presentations, class exercises, etc. You are encouraged to involve the rest of the class actively in the event.

Evaluation

Satisfactory performance will result in a grade of B. Excellent performance will be recognized with a grade of A. It is possible that all students receive an A. (It is also possible that all students receive a B.) Grades will be based upon the overall quality of your work. Special emphasis on all assignments will be placed on your ability to engage in critical thinking and analysis of the materials. Creativity and a willingness to engage with others will be elements of both your presentation and class preparation evaluation.

Instructor Evaluations

Each student will be asked to complete a course/instructor evaluation form toward the end of the semester. Especially since this is the first time this course has been taught in this particular way, this instructor takes these evaluations very seriously and constructive feedback is appreciated. Changes in class format and techniques are regularly made in response to student comments.

Academic Dishonesty

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty. Substantiation of any such unethical conduct would result in a failing grade.

Americans with Disabilities Act

It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with the instructor so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may adversely affect your work in this class, then I encourage you to register with the SHSU Counseling Center and talk with me about how I may best help you. All disclosures of disabilities are kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

Religious Holidays

Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a)(2) defines religious holy day as “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. . . .” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after that absence.

University policy 861001 provides the procedures to be followed by the student and the instructor. A student desiring to absent himself/herself from a scheduled class in order to observe a religious holy day(s) shall present to the instructor a written statement concerning the religious holy day(s). The instructor will negotiate with the student how the hours missed can be achieved.

Visitors in the Classroom

Anyone who is not enrolled in the class will require prior approval of the instructor to visit the classroom.

**SAM HOUSTON STATE UNIVERSITY
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY & PHILOSOPHY**

**PSY 762
ETHICS IN CLINICAL PRACTICE
3 CREDIT HOURS
SPRING, 2008**

**Psychological Services Center (PSC) – Room 109
Tuesdays 1:00 p.m. – 3:50 p.m.**

Instructor: David V. Nelson, Ph.D., ABPP (Clinical Health Psychology)
Office: Academic Building IV – Room 339
Phone: 936-294-4709 (Direct to Dr. Nelson)
936-294-1174 or -3552 (Psychology Department Main Office Phones)
E-mail: nelsondv@shsu.edu
Office Hours: Mondays 2:00 p.m. – 3:00 p.m.
Tuesdays 12 noon – 12:50 p.m.
Wednesdays 9:00 a.m. – 9:50 a.m.
And by appointment
(Faculty/committee meetings are sometimes scheduled during these times,
so it is best to call or e-mail and confirm appointment; however, you are
always welcome to drop by any time to see if I am in.)

REQUIRED TEXTBOOKS:

Bennett, B. E., et al. (2006). *Assessing and managing risk in psychological practice: An individualized approach*. Rockville, MD: The Trust.

Bersoff, D. N. (2003). *Ethical conflicts in psychology* (3rd ed.). Washington, DC: American Psychological Association.

Other readings will be assigned to address particular topics. The mechanisms of distribution for the additional readings will be discussed on an ongoing basis. It is expected some will be available through the electronic reserve system at Newton Gresham Library; access codes will be shared as these become available.

COURSE DESCRIPTION:

This course studies the APA Ethical Principles of Psychologists and Code of Conduct (Ethics Code) as well as various specialty guidelines and recommendations and their applications to practice, research, and consultation. The literature on ethics is critically examined and readings include a variety of original sources. Students examine case material that features ethical conflicts and controversies, and students practice processes to resolve ethical dilemmas. The relevance to risk management in clinical practice will also be considered.

A guiding theme of the course is that learning to be ethical as a psychologist involves an active, ongoing “acculturation process.” It is expected that students will be at different stages integrating their personal values with the culture of psychology and its ethical values and traditions. We will deal far more with the complexities of ethical decision making than acquiring a set of rules and regulations to follow. The overriding goal is to further facilitate each student’s development as an effective, ethical, caring professional. Of necessity, this will be done within the context of an enhanced awareness of one’s own personal ethics, sense of morality, and other attributes, and stage of professional acculturation, and how these may impact on the ethical reasoning, decision-making, and problem-solving process.

COURSE OBJECTIVES:

Explore one’s own personal ethics, morality, and related personal characteristics in particular as they impact on acculturation to the profession of psychology and in terms of ethical reasoning, decision making, and problem solving.

Review the current APA Ethics Code, associated rules and procedures for enforcement, and other special guidelines for content and applications.

Develop and practice ethical reasoning, decision-making, and problem-solving processes and other means to address ethical issues (including conflicts, controversies, dilemmas, etc.) in clinical psychology, incorporating specific attention to individual difference and multicultural issues.

Develop an understanding of the implications of variations in the ethical practice of psychology for risk management in clinical practice.

COURSE (STUDENT) EVALUATION/GRADING PLAN:

Overview:

Class Participation	25%
First Written Exam	25%
15% closed book	
10% vignette analysis, open book	
Final Written Exam	50%
25% vignette analysis, take home 24-hour time limit	
25% closed book	
TOTAL	100%

Class Participation:

This class involves relatively little formal lecture. Rather, we will primarily explore the readings together. Doing so requires you to do the readings, think about them, actively digest, question, and synthesize the material on your own, and come prepared to actively participate during class sessions. You should come prepared with the following (approximately 1-2 double-spaced, typed pages) each session: 1) one or more questions about some aspect of the readings that interests you and which you could use to lead a class discussion; 2) a quotation from the readings that particularly impacted on you; and 3) talking points based on the readings that you could use to lead a class discussion if asked to do so. Your questions and talking points should reflect more than just a simple recitation of the key points of the readings. Instead, they should reflect a higher level of analysis, integration, questioning, and/or synthesis of the material. Occasionally, you may be asked to do a little extra reading or research on a particular topic and share your findings or reflections with the class. You may also be asked, at times, to write a specific reaction paper on some topic. You should be prepared to turn in a printed copy of your responses each class session. In addition, since your ability to think on your feet and express yourself orally is sometimes an important professional activity (e.g., some licensing or professional board exams), each student will have the opportunity on one or more occasions to serve as an examinee in a mock licensing/board exam format.

Grading of student class participation is inherently subjective, but not necessarily arbitrary or capricious. I will ask myself some of the following types of questions in evaluating your performance: Does it seem like the student has read the assigned material? Does the student move beyond simple recitation of key points to more active exploration of ideas? How does the student grapple with new ways of looking at her/his experiences and/or the perspectives offered by others? Are the student's comments helpful to others? Is the student respecting what other students (and I) are contributing? Is the student participating in a variety of ways?

You may be asked what you want to talk about in class today. I encourage you to bring your own experiences to the classroom discussions. Does something confuse or excite you, or shake your core beliefs or understandings, or remind you of some other material you have studied? Share what stimulates your thinking and what might stimulate the rest of us to explore the material further in class. While the nature of the discussion may at times lend itself to the exploration of personal or sensitive matters (e.g., personal beliefs and values, personal theory of morality), it is up to you as to how much to self-disclose. You are encouraged to NOT share particularly intimate aspects of your personal history. All class members should treat information shared in a totally respectful manner.

In terms of the mock oral exam format, this will be discussed as the class proceeds. It is meant to be a significant, but relatively low key, part of the classroom experience. It will give you an opportunity to think on your feet like you might be required to do in some similar future professional experiences. I understand that this, along with the other oral requirements of participation in class, may not be your preference or comfort zone, but it is necessary for this course.

Exams:

There will be two scheduled exams. Each will include a closed book portion that requires you to write on topics that we have covered. At least one week before each exam, you will be provided with a list of potential questions. The actual questions included on the exam will be selected from the list. Because of the nature of ethical reasoning, the material covered on the final exam will be cumulative.

Each exam will also include a vignette for you to analyze from a professional ethical perspective. The vignette for the first exam, conducted about mid-term, will be done in a scheduled class period but will be open book. You will have 24 hours to work on the final vignette as a take home exercise. For this final vignette analysis, I will need to have a hard copy of a typewritten response by the 24-hour deadline. You may send your response via e-mail, but you will have full responsibility to see that I receive a copy that I can download by the 24-hour deadline. If you have any concerns about transmission, then be sure to drop off a printed copy by the deadline. This should be type-written/word-processed, approximately 5-10 double-spaced pages. Succinctness with clarity of expression will be valued far more than length. We will discuss more details about this in class.

Grades:

Students who receive an “A” will demonstrate creativity as well as very clear mastery of the material and a high level of ability to integrate their thinking and experience. This level of performance indicates an ability to grasp and communicate the intricacies and subtleties involved in ethical reasoning; demonstrates the ability to be self-reflective (able to appreciate, consider, and weigh alternatives); manifests tolerance of ambiguity in reasoning; conveys understanding of strengths and weaknesses of various perspectives on particular issues or situations; is conveyed orally and in written formats with well-developed and well-formulated ideas; and shows attention to proper mechanics (e.g., good grammar and spelling, minimal typos) in writing and expressing ideas.

Students who receive a “B” will show good mastery of the material, and the ability to think about it; sometimes make substantial contributions to the class discussion; write reasonably clearly and correctly; but less consistently evidence attention to the complexities and subtleties of ethical reasoning, have less consistent classroom discussion participation, and less consistently communicate their ideas effectively in oral or written format. They do not make fatal errors in judgment or on points of rules and regulations but may be less effective in demonstrating a higher level of analysis and integration.

Lower grades would be indicative of very significant problems in thinking from an ethical reasoning standpoint, major factual errors, failure to grasp basic ideas, more extreme rigidity in approaching and thinking about ethical issues in psychology, great difficulty expressing ideas orally or on paper, and/or inadequate demonstration of the ability to incorporate new ideas and ways of thinking.

ATTENDANCE POLICY:

Students are expected to attend all scheduled class times. SHSU policy is that no student will be penalized for three or fewer hours of absences. However, a student may be penalized for more than three hours of absences. My perspective: It is difficult to understand why any student enrolled in a doctoral-level course such as this would consider elective absence(s) a viable option. Excuses for absences should be cleared as much in advance as possible or soon thereafter. Attendance and participation will strongly influence your final course grade.

If emergencies occur during scheduled exam times, the student **MUST** contact the instructor within 24 hours in order to qualify for a make-up. It is extremely bad form to miss a class and then contact the instructor afterwards regarding these matters (except in very unusual circumstances). No make-up tests will be administered during class time. **IT IS THE STUDENT'S RESPONSIBILITY TO CONTACT THE INSTRUCTOR REGARDING ANY MAKE-UP WORK.**

A number of students will be interviewing for internship in the early part of the semester and these absences are, of course, excused. There will be readings and written responses to some questions based on the readings required for these absences. These should be turned in within a reasonable period of time following the missed day of class; please discuss/communicate with me to clarify and we will work out a reasonable timetable.

Please do not hesitate to request any additional individual time that you feel is needed for your professional development.

ACADEMIC HONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion (the unauthorized collaboration with another person in preparing work offered for credit), the abuse of resource materials, and misrepresentation of credentials or accomplishments as a member of the college. **Academic dishonesty in this course will likely result in a grade of F.**

Please also note that required papers may be submitted to review by a plagiarism prevention/detection service, such as turnitin.com.

The University's policy on academic honesty and appeal procedures can be found in the manual entitled Student Guidelines, distributed by Division of Student Services. (Reference Section 5.3 of the SHSU Student Guidelines)

AMERICANS WITH DISABILITIES ACT:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disability that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may adversely affect your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

RELIGIOUS HOLIDAYS:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a)(2) defines religious holy days as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. . . .” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examination are to be completed.

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the instructor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

CLASSROOM RULES OF CONDUCT:

According to University guidelines and general sense of decency, students are expected to assist in maintaining a classroom environment that is conducive to learning. Mutual respect and courtesy are the expected standards.

Any disorderly classroom conduct that obstructs, interferes with, inhibits, and/or disrupts teaching and/or related classroom activities is prohibited. Persons in the classroom engaging in such conduct will be asked to leave. Failure to leave the classroom will result in University Police being requested to come to the classroom to assist with the removal of the person.

In addition, please turn off **ALL** electronic devices, including cell phones, and keep them in a case and/or totally out of view, unless special arrangements have been made ahead of time with the instructor. **NO ELECTRONIC DEVICES MAY BE USED IN THE CLASSROOM WITHOUT PRE-APPROVAL BY THE INSTRUCTOR. THAT INCLUDES LAPTOPS, CELL PHONES, BLUETOOTH DEVICES, ANYTHING ELECTRONIC. I RESERVE THE PREROGATIVE TO ANSWER ANY CELL PHONE THAT RINGS IN THE CLASSROOM.**

INSTRUCTOR EVALUATION:

You will be asked to complete a course/instructor evaluation form toward the end of the semester.

SPECIAL NOTE:

I am indebted to Handelsman (2005, 2007, and online 2008) for a number of ideas and some of the wording adapted in this syllabus.

COURSE OUTLINE/SCHEDULE (APPROXIMATE):

By the very nature of ethical realities, the topics, somewhat artificially separated here, will be interwoven throughout the course regardless of assigned sequence. Continuous integration with previously discussed material is expected as the course progresses. This outline/schedule is subject to change depending on how discussion evolves over the semester.

<i>Date</i>	<i>Topic</i>
January 22	Introduction and overview; model of ethical acculturation
29	Morality, theories of morality and moral development, character strengths and virtues, and implications for professional ethics
February 5	APA Ethics Code and Rules and Procedures for Enforcement; how ethics are applied; philosophies of ethics; models of ethical reasoning and decision making; remedial vs. positive ethics; resolving ethical issues
12	Risk management in psychological practice; competence
19	Confidentiality, privilege and privacy
26	Human relations; multiple relationships and professional boundaries
March 4	First written exam (mixed closed/open book; open for vignette analysis)
11	SPRING BREAK
18	Psychological assessment
25	Therapy and other forms of intervention
April 1	Small communities; more on individual difference and cultural issues
8	Forensic settings
15	Business of psychology
22	Teaching, research, publications, and supervision
29	Miscellaneous topics and review
May 6	Final vignette assigned (take home due within 24 hours)
Finals Week	Final written exam (closed book) TBA

COURSE READINGS (TENTATIVE):

Readings are required unless otherwise indicated. There may be additions or subtractions to this list.

Week 1 – January 22

Introduction and overview; model of ethical acculturation

Handelsman, M. M., Gottlieb, M. C., & Knapp, S. (2005). Training ethical psychologists: an acculturation model. *Professional Psychology: Research and Practice*, 36, 59-65.

Week 2 – January 29

Morality, theories of morality and moral development, character strengths and virtues, and implications for professional ethics

Damasio, A. (2007). Neuroscience and ethics: Intersections. *The American Journal of Bioethics*, 7, 3-7.

Gert, B. (2004). *Common morality: Deciding what to do*. New York: Oxford University Press. Preface, pp. iv-x

Introduction, pp. 3-17

Part I The moral system, pp. 19-29

The two-step procedure for justifying violations of the moral rules, the first step ... , pp. 58-59; the second step ... , pp. 74-75; summary and test, pp. 78-79; the consequences of morality not always providing a unique correct answer, pp. 145-148; a complete moral theory, pp. 148-149; conclusion, p. 149

Gilligan, C. (1993). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.

Letters to Readers, 1993, pp. ix-xxvii

Introduction, pp. 1-4

Chapter 1 Woman's place in man's life cycle, pp. 5-23

Krebs, D. L., & Denton, K. (2005). Toward a more pragmatic approach to morality: A critical evaluation of Kohlberg's model. *Psychological Review*, 112, 629-649.

Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Washington, DC: American Psychological Association; and New York: Oxford University Press.

Chapter 1 Introduction to a "manual of the sanities," pp. 3-32

Chapter 2 Universal virtues?—Lessons from history, pp. 33-52

Chapter 3 Previous classifications of character strengths, pp. 53-89

Also recommended:

Edwards, C. P., & Gustavo, C. (2005). Introduction: Moral development study in the 21st century. *Nebraska Symposium on Motivation, 51*, ix-xxvi.

Gibbs, J. C. (2006). Should Kohlberg's cognitive developmental approach to morality be replaced with a more pragmatic approach? Comment on Krebs and Denton (2005). *Psychological Review, 113*, 666-671.

Krebs, D. L., & Denton, K. (2006). Explanatory limitations to cognitive-developmental approaches to morality. *Psychological Review, 113*, 672-675.

Week 3 – February 5

APA Ethics Code and Rules and Procedures for Enforcement; how ethics are applied; philosophies of ethics; models of ethical reasoning and decision making; remedial vs. positive ethics; resolving ethical issues

Bersoff, D. N. (2003). *Ethical conflicts in psychology* (3rd ed.). Washington, DC: American Psychological Association. *Hereafter Bersoff (2003)*

Chapter 1 Ethics codes and how they are enforced, pp. 1-74 (pp. 28-73 includes the APA Ethics Code and Rules and Procedures for enforcement with which you are already familiar)

Chapter 2 How ethics are applied, pp. 75-122

Chapter 3 Learning ethics, pp. 123-153

Bush, S. S., Connell, M. A., & Denney, R. L. (2006). *Ethical practice in forensic psychology: A systematic model for decision making*. Washington, DC: American Psychological Association.

Chapter 1, The interface of law and psychology, pp. 9-35.

Knapp, S. J., & VandeCreek, L. D. (2006). *Practical ethics for psychologists: A positive approach*. Washington, DC: American Psychological Association.

Chapter 1 Remedial and positive ethics, pp. 3-14

Chapter 2 Foundations of ethical behavior, pp. 15-29

Chapter 3 Applying ethical theories to professional standards of conduct, pp. 31-38

Chapter 4 Ethical decision making, pp. 39-49

Week 4 – February 12

Risk management in psychological practice; competence

Bennett et al. (2006). *Assessing and managing risk in psychological practice: An individualized approach*. Rockville, MD: The Trust. *Hereafter Bennett et al. (2006)*

Preface, pp. 5-9

Section 1: Calculations of risk, pp. 11-29

Section 2: Key elements of risk management, pp. 31-59

Section 3: Applications of risk management, Chapter 1: Competence, pp. 61-74

Barnett, J. E., Doll, B., Younggren, J. N., & Rubin, N. J. (2007). Clinical competence for practicing psychologists: Clearly a work in progress. *Professional Psychology: Research and Practice, 38*, 510-517.

Kaslow, N. J., et al. (2007). Guiding principles and recommendations for the assessment of competence. *Professional Psychology: Research and Practice*, 38, 441-451.

Rupert, P. A., & Kent, J. S. (2007). Gender and work setting differences in career-sustaining behaviors and burnout among professional psychologists. *Professional Psychology: Research and Practice*, 38, 88-96.

No author. (2007). Bruce E. Wampold. Award for distinguished professional contributions to applied research. *American Psychologist*, 62, 855-857.

Wampold, B. E. (2007). Psychotherapy: *The humanistic (and effective) treatment*. *American Psychologist*, 62, 857-873.

Week 5 – February 19

Confidentiality, privilege and privacy

Bersoff (2003)

Chapter 4 Confidentiality, privilege, and privacy, pp. 155-205

Bennett et al. (2006)

Section 3: Applications of the risk management model, Chapter 4: Privacy, confidentiality, and privileged communications, pp. 105-127

Section 3: Applications of the risk management model, Chapter 7: Assessing and treating patients who are potentially suicidal or dangerous to others, pp. 155-177

Barnett, J. E., Wise, E. H., Johnson-Greene, D., & Bucky, S. F. (2007). Informed consent: Too much of a good thing or not enough? *Professional Psychology: Research and Practice*, 38, 179-186.

Fisher, M. A. (2008). Protecting confidentiality rights: The need for an ethical practice model. *American Psychologist*, 63, 1-13.

Week 6 – February 26

Human relations; multiple relationships and professional boundaries

Bersoff (2003)

Chapter 5 Multiple Relationships, pp. 207-260

Bennett et al. (2006)

Section 3: Applications of the risk management model, Chapter 2: Multiple relationships and boundaries, pp. 75-87

Section 3: Applications of the risk management model, Chapter 3: Working with couples, families, and children, pp. 89-103.

Schank, J. A., & Skovholt, T. M. (2006). *Ethical practice in small communities: Challenges and rewards for psychologists*. Washington, DC: American Psychological Association.
Chapter 3 Current concerns in small communities, pp. 33-74

Week 7 – March 4

First written exam (mixed closed/open book; open for vignette analysis)

SPRING BREAK

Week 8 – March 18

Psychological assessment

Bersoff (2003)
Chapter 6 Psychological Assessment, pp. 261-314

Bennett et al. (2006)
Section 3: Applications of the risk management model, Chapter 6: Psychological assessment and testing, pp. 143-154

American Psychological Association (APA) Presidential Task Force on the Assessment of Age-Consistent Memory Decline and Dementia. (1998). Guidelines for the evaluation of dementia and age-related cognitive decline. *American Psychologist*, 53, 1298-1303.

Week 9 – March 25

Therapy and other forms of intervention

Bersoff (2003)
Chapter 7, Therapy and Other Forms of Intervention, pp. 315-375

Bennett et al. (2006)
Section 3: Applications of the risk management model, Chapter 8: ...termination and abandonment..., pp. 190-199

Week 10 – April 1

Small communities; more on individual difference and cultural issues

Schank, J. A., & Skovholt, T. M. (2006). *Ethical practice in small communities: Challenges and rewards for psychologists*. Washington, DC: American Psychological Association.
Chapter 3 Current concerns in small communities, pp. 33-74 (review, previously assigned)
Chapter 4 Rural practice: Illuminating dilemmas in one kind of small community, pp. 75-115

Chapter 5 Other small communities, pp. 117-173

American Psychological Association. (2003). Guidelines for multicultural education, training, research, practice, and organization change for psychologists. *American Psychologist*, 58, 377-402.

American Psychological Association. (2007). Guidelines for psychological practice with girls and women. *American Psychologist*, 62, 949-979.

APA guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. (available online at <http://www.apa.org/pi/oema/guide.html>)

Arredondo, P., & Perez, P. (2006). Historical perspectives on the multicultural guidelines and contemporary applications. *Professional Psychology: Research and Practice*, 37, 1-5.

Helbok, C. M., Marinelli, R. P., & Walls, R. T. (2006). National survey of ethical practices across rural and urban communities. *Professional Psychology: Research and Practice*, 37, 36-44.

Sue, D. W. (2004). Whiteness and ethnocentric monoculturalism: Making the “invisible” visible. *American Psychologist*, 59, 761-769.

Vasquez, M. J. T. (2007). Cultural difference and the therapeutic alliance: An evidence-based analysis. *American Psychologist*, 62, 878-885.

Yarhouse, M. A., & Tan, E. S. N. (2005). Addressing religious conflicts in adolescents who experience sexual identity confusion. *Professional Psychology: Research and Practice*, 36, 530-536.

Week 11 – April 8

Forensic settings

Bersoff (2003)
Chapter 9, Forensic settings, pp. 443-514

Bennett et al. (2006).
Section 3: Applications of the risk management model, Chapter 5: Court testimony, pp. 129-141

Bush, S. S., Connell, M. A., & Denney, R. L. (2006). *Ethical practice in forensic psychology: A systematic model for decision making*. Washington, DC: American Psychological Association. Chapter 1, The interface of law and psychology, pp. 9-35 (review, previously assigned) Chapter 2, The referral; Chapter 3, Collection and review of information; Chapter 4, The evaluation; Chapter 5, Documentation of findings and opinions; Chapter 6, Testimony and termination; and Chapter 7, Addressing ethical misconduct will each be read and summarized by a separate volunteer student from the class; other students do not actually have to read these chapters.

Committee on Ethical Guidelines for Forensic Psychologists. (1991). Specialty guidelines for forensic psychologists. *Law and Human Behavior, 15*, 655-665.

See also second official draft – released January 11, 2006 – of the draft revision of these specialty guidelines prepared by the Committee on the Revision of the Specialty Guidelines for Forensic Psychology, Division 41, American Psychological Association and American Board of Forensic Psychology (available online).

American Psychological Association. (1994). Guidelines for child custody evaluations in divorce proceedings. *American Psychologist, 49*, 677-680.

American Psychological Association Committee on Professional Practice and Standards. (1998). *Guidelines for Psychological Evaluations in Child Protection Matters*. Washington, DC: American Psychological Association. (reprinted in August 1999 *American Psychologist, 54*, 586-593.)

Committee on Legal Issues, American Psychological Association. (2006). Strategies for private practitioners coping with subpoenas or compelled testimony for client records or test data. *Professional Psychology: Research and Practice, 37*, 215-222.

Brodsky, S. L., & McKinzey, R. K. The ethical confrontation of the unethical forensic colleague. *Professional Psychology: Research and Practice, 33*, 307-309.

Connell, M. (2006). Notification of purpose of custody evaluation: Informing the parties and their counsel. *Professional Psychology: Research and Practice, 37*, 446-451.

Cunningham, M. D. (2006). Informed consent in capital sentencing evaluations: Targets and content. *Professional Psychology: Research and Practice, 37*, 451-459.

Edens, J. F. (2006). Unresolved controversies concerning psychopathy: Implications for clinical and forensic decision making. *Professional Psychology: Research and Practice, 37*, 59-65.

Foote, W. E., & Shuman, D. W. (2006). Consent, disclosure, and waiver for the forensic psychological evaluation: Rethinking the roles of psychologist and lawyer. *Professional Psychology: Research and Practice, 37*, 437-445.

Greenberg, S. A., & Shuman, D. W. (2007). When worlds collide: Therapeutic and forensic roles. *Professional Psychology: Research and Practice, 38*, 129-132.

Heltzel, T. (2007). Compatibility of therapeutic and forensic roles. *Professional Psychology: Research and Practice, 38*, 122-128.

Week 12 – April 15

Business of psychology

Bersoff (2003)

Chapter 10, The Business of Psychology, pp. 515-562

Bennett et al. (2006)

Section 3: Applications of the risk management model, Chapter 9: The reluctant business person, pp. 201-210

Section 3: Applications of the risk management model, Chapter 10, Closing a practice and retirement, pp. 211-222

Section 3: Applications of the risk management model, Chapter 11: Professional liability insurance—don't practice without it, pp. 223-235

American Psychological Association. (2007). Record keeping guidelines. *American Psychologist*, 62, 993-1004.

Week 13 – April 22

Teaching, research, publications, and supervision

Bersoff (2003)

Chapter 8, Academia: Research, teaching, and supervision, pp. 337-441

Pachter, W. S., Fox, R. E., Zimbardo, P., & Antonuccio, D. O. (2007). Corporate funding and conflicts of interest: A primer for psychologists. *American Psychologist*, 62, 1005-1015.

Week 14 – April 29

Miscellaneous topics and review

Bennett et al. (2006)

Section 3: Applications of the risk management model, Chapter 8: Consultant or supervisor, diversity issues, conflicts in institutional settings, and termination and abandonment, pp. 179-199
Afterword, pp. 237-238

Barnett, J. E., Behnke, S. H., Rosenthal, S. L., & Koocher, G. P. (2007). In case of ethical dilemma, break glass: Commentary on ethical decision making in practice. *Professional Psychology: Research and Practice*, 38, 7-12.

Bashe, A., Anderson, S. K., Handelsman, M. M., & Klevansky, R. (2007). An acculturation model for ethics training: The ethics autobiography and beyond. *Professional Psychology: Research and Practice*, 38, 60-67.

Knapp, S., Gottlieb, M., Berman, J., & Handelsman, M. M. (2007). When laws and ethics collide: What should psychologists do? *Professional Psychology: Research and Practice*, 38, 54-59.

Koocher, G. P. (2007). Twenty-first century ethical challenges for psychology. *American Psychologist*, 62, 375-384.

Pipes, R. B., Holstein, J. E., & Aguirre, M. G. (2005). Examining the personal-professional distinction: Ethics codes and the difficulty of drawing a boundary. *American Psychologist, 60*, 325-334.

Week 15 – May 6

Final vignette assigned (take home due within 24 hours)

Finals Week

Final written exam (closed book)

SAM HOUSTON STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY AND PHILOSOPHY

PSYCHOLOGY 770: EMPIRICALLY SUPPORTED TREATMENTS
(3 Credit Hours)
SPRING 2006

INSTRUCTOR: Craig Henderson
Phone: 936-294-3601
Email: chenderson@shsu.edu
Psychology Department Phone: 294-1174

COURSE LOCATION: PSC Conference Room
Monday 8:00-10:50pm

OFFICE HOURS: Tuesday 9:30am-12:30pm

REQUIRED TEXTS: Barlow, D. H. (2001). *Clinical handbook of psychological disorders* 3rd ed.). New York: Guilford.
Kazdin, A. E., & Weisz, J. R. (2003). *Evidence-based psychotherapies for children and adolescents*. New York: Guilford.
Norcross, J. C., Beutler, L. E., & Levant, R. F. (2006). *Evidence-based practices in mental health: Debate and dialogue on the fundamental questions*. Washington, DC: American Psychological Association.

SUPPLEMENTARY TEXT: Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change* (2nd ed.). New York: Guilford.

I WILL PROVIDE COPIES OF CHAPTERS WE COVER

COURSE DESCRIPTION: This course will provide students with an introduction to therapies with consistent empirical support for specific psychological disorders occurring in both adults and children/adolescents. It will provide an overview of fundamental questions about the empirically supported treatment (EST) movement, research designs for treatment evaluation, and the interface between ESTs and the culturally sensitive treatment movement. Opportunities for hands-on practice with some ESTs will also be offered.

COURSE OBJECTIVES:

The objectives for this course are:

1. To become familiar with those treatments for specific psychological disorders that have received substantial empirical support. The primary focus will be on treatments for mood, anxiety, and related disorders, as well as substance abuse.
2. To examine the methodological, practical, and political issues related to a "best practices"

approach to psychotherapy. Issues such as comorbidity, generalizability, and specific versus common factors will be examined.

3. To examine issues related to the evaluation of interventions and the steps through which treatment evaluation progresses to claim “empirical support” for an intervention. Emphasis will be placed on study designs to evaluate the efficacy, effectiveness, and transportability of interventions.

4. To examine issues related to the cultural appropriateness of ESTs and their effectiveness with various individuals from ethnic minority backgrounds.

COURSE ACTIVITIES AND REQUIREMENTS:

- A. Attendance and active participation in classroom discussions.
- B. Complete assigned readings before class and integrate them with class discussions.
- C. Complete research paper, a critical analysis of an empirically supported treatment for a specific psychological disorder, or constellation of symptoms/disorders.

The course is a seminar and I expect everyone to come to class prepared and eager to discuss the material. If everyone comes to class having done the readings and prepared to discuss them, then there will be no need for a midterm or final. There will be a term paper, the details of which we will discuss on the 1st day. Grades will be 50% class participation and 50% term paper. However, if it becomes apparent that not everyone is preparing for class, I reserve the right to reinstitute the midterm and final. Class attendance is mandatory. In those extreme situations that may require you miss class, please contact the instructor beforehand.

Student Syllabus Guidelines: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure:

<http://www.shsu.edu/syllabus/>

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

TENTATIVE SCHEDULE

DATE	TOPIC	READING
8/21	Framing the issues in broad strokes	<p>Ablon, J. S., Levy, R. A., & Katzenstein, T. (2006). Beyond brand names of psychotherapy: Identifying empirically supported change processes. <i>Psychotherapy: Theory, Research, Practice, Training</i>, 43, 216-231.</p> <p>APA Presidential Task Force on Evidence-Based Practice (2006). Evidence-based practice in psychology. <i>American Psychologist</i>, 61, 271-285.</p> <p>Rosen, G. M., & Davison, G. C. (2003). Psychology should list empirically supported principles of change (ESPs) and not credential trademarked therapies or other treatment packages. <i>Behavior Modification</i>, 27, 300-312.</p>
8/28	What is an empirically supported treatment and why are they important?	<p>Barlow, D. H. (2004). Psychological treatments. <i>American Psychologist</i>, 59, 869-878.</p> <p>Borkovec, T. D. & Castonguay, L. G. (1998). What is the scientific meaning of empirically supported therapy? <i>Journal of Consulting and Clinical Psychology</i>, 66, 136-142.</p> <p>Chambless, D. L., & Ollendick, T. H. (2001). Empirically supported psychological interventions: Controversies and evidence. <i>Annual Review of Psychology</i>, 52, 685-716.</p> <p>Division 12 Task Force reports on Empirically Validated Treatments—two of these reports are available at http://www.apa.org/divisions/div12/journals.html#Anchor-EMPIRICALLY-</p>

49575

Scroll down and click on “Training in and dissemination of empirically validated treatments” and “Update on empirically validated therapies.”

Sanders, W. C. (2003). Why empirically supported psychological treatments are important. *Behavior Modification, 27*, 290-299.

9/4 Labor Day, no class

9/11 What qualifies as evidence of effective practice?
An introduction to a widely-disseminated EST, Motivational Interviewing

Norcross et al. Chapter 1, “What qualifies as evidence of effective practice?”

Follette, W. C., & Beitz, K. (2003). Adding a more rigorous scientific agenda to the empirically supported treatment movement. *Behavior Modification, 27*, 369-386.

Hebert, J. D. (2003). The science and practice of empirically supported treatments. *Behavior Modification, 27*, 412-430.

Miller and Rollnick Chapter 1, “Why do people change?”

Miller and Rollnick Chapter 4, “What is motivational interviewing?”

9/18 What is the state of the science for evaluating ESTs?

Norcross et al. Chapter 2, “What qualifies as research on which to judge effective practice?”

Carroll, K. M., & Rounsaville, B. J. (2003). Bridging the gap: A hybrid model to link efficacy and effectiveness research in substance abuse treatment. *Psychiatric Services, 54*, 333-339.

Goldfried, M. R., & Wolfe, B. E. (1998) Toward a more clinically valid approach to therapy research. *Journal of Consulting and Clinical Psychology, 66*, 143-150.

Rounsaville, B. K., Carroll, K. M., & Onken, L. S. (2001). A stage model of behavioral therapies research: Getting started and moving on from stage I. *Clinical Psychology: Science and Practice, 8*, 133-142.

Schoenwald, S. K., & Hoagwood, K. (2001). Effectiveness, transportability, and dissemination of interventions: What matters when? *Psychiatric Services, 52*, 1190-1197.

Baldwin, S. A., Murray, D. M., & Shadish, W. R. (2005). Empirically supported treatments or type I errors? Problems with the analysis of data from group-administered treatments. *Journal of Consulting and Clinical Psychology*, 73, 924-935.

9/25 Treatment Manuals

Norcross et al. Chapter 3, "Does manualization improve therapy outcomes?"

Wilson, G. T. (1998). Manual-based treatment and clinical practice. *Clinical Psychology: Science and Practice*, 5, 361-407 (includes the comments on the article).

Velasquez, M. M. (2001). *Group treatment for substance abuse: A stages-of-change therapy manual*. New York: Guilford.

Liddle, H. A. (2002). *Multidimensional Family Therapy for Adolescent Cannabis Users, Cannabis Youth Treatment (CYT) Series, Volume 5*. Center for Substance Abuse Treatment (CSAT), Rockville, MD.

10/2 Cognitive therapy for depression (one of the first and most studied ESTs)

Young, J. E., Weinberger, A. D., & Beck, A. T. (2001). Cognitive therapy for depression (pp. 264-308). In Barlow.

Gillies, L. A. (2001). Interpersonal psychotherapy for depression and other disorders (pp. 309-331). In Barlow.

Weersing, V. R., & Brent, D. A. (2003). Cognitive-behavioral therapy for adolescent depression (pp. 135-147). In Kazdin & Weisz.

Mufson, L., & Dorta, K. P. (2003). Interpersonal psychotherapy for depressed adolescents. (pp. 148-164). In Kazdin & Weisz.

Diamond, G., Siqueland, L., & Diamond, G. M. (2003). Attachment-based family therapy for depressed adolescents: Programmatic treatment development. *Clinical Child and Family Psychology Review*, 6, 107-127.

10/9 Efficacy, effectiveness and the treatment of panic disorder (a treatment that may be both efficacious and effective)
Motivational Interviewing Phase 1

Craske, M. G., & Barlow, D. H. (2001). Panic disorder and agoraphobia (pp. 1-59). In Barlow.

Kendall, P. C., Aschenbrand, S. G., & Hudson, J. L. (2003). Child-focused treatment of anxiety. In Kazdin & Weisz.

Barrett, P. M., & Shortt, A. L. (2003). Parental involvement in the treatment of anxious children. In Kazdin & Weisz.

Miller and Rollnick Chapter 5, "Change and Resistance"

Miller and Rollnick Chapter 6, "Phase 1: Building motivation for change"

10/16

PTSD/Borderline

Resick, P. A., & Calhoun, K. S. (2001). Posttraumatic stress disorder (pp. 60-113). In Barlow.

Herbert, J. D., et al. (2000). Science and pseudoscience in the development of eye movement desensitization and reprocessing: Implications for clinical psychology. *Clinical Psychology Review*, 20, 945-971.

Cohen, J. A., Deblinger, E., Mannarino, A. P., & Steer, R. A. (2004). A multisite, randomized controlled trial for children with sexual abuse-related PTSD symptoms. *Journal of the American Academy of Child and Adolescent Psychiatry*, 43, 393-402.

Linehan, M. M., Cochran, B. N., Kehrer, C. A. (2001). Dialectical Behavior Therapy for Borderline Personality Disorder (pp. 470-522). In Barlow.

Scheel, K. R. (2000). The empirical basis of Dialectical Behavior Therapy: Summary, critique, and implications. *Clinical Psychology: Science and Practice*, 7, 68-123 (includes the comments on the article).

10/23

Other Anxiety Disorders

Brown, T. A., O'Leary, T. A., & Barlow, D. H. (2001). Generalized Anxiety Disorder (pp. 154-208). In Barlow.

Westen, D. & Morrison, K. (2001). A multidimensional meta-analysis of treatments for depression, panic, and generalized anxiety disorder: An empirical examination of the status of empirically supported therapies. *Journal of Consulting and Clinical Psychology*, 69, 875-913 (this includes 4 brief comments on the article).

Turk, C. L., Heimberg, R. G., Hope, D. A. (2001). Social anxiety disorder (pp. 114-153). In Barlow.

Foa, E. B., & Franklin, M. E. (2001). Obsessive-compulsive disorder (pp.

209-263). In Barlow

10/30

Substance Abuse
Motivational Interviewing Phase 2

McCrary, B. S. (2001). Alcohol use disorders (pp. 376-433). In Barlow.

Higgins, S. T., Budney, A. J., & Sigmon, S. C. (2001). Cocaine dependence (pp. 434-469). In Barlow.

Miller and Rollnick Chapter 7, "Responding to change talk"

Miller and Rollnick Chapter 8, "Responding to resistance"

Miller and Rollnick Chapter 9, "Enhancing confidence"

Miller and Rollnick Chapter 10, "Phase 2: Strengthening commitment to change"

11/6

TBA

11/13

Other Child/Adolescent Disorders

Anastopoulos, A. D., & Farley, S. E. (2003). A cognitive-behavioral training program for parents of children with attention-deficit/hyperactivity disorder (pp. 187-203). In Kazdin & Weisz.

Webster-Stratton, C. & Reid, M. J. (2003). The Incredible Years Parents, Teachers, and Children Training Series: A multifaceted treatment approach for young children with conduct problems (pp. 224-240). In Kazdin & Weisz.

Henggeler, S. W., & Lee, T. (2003). Multisystemic Treatment of serious clinical problems (pp. 301-324). In Kazdin & Weisz.

Lovaas, O. I., & Smith, T. (2003). Early and intensive behavioral intervention in autism. In Kazdin & Weisz.

11/20

Common vs. Specific Treatment Factors, the Do-do Bird Effect

Wampold, B. E., et al. (1997). A meta-analysis of outcome studies comparing bona fide psychotherapies: Empirically, "All must have prizes." *Psychological Bulletin*, 122, 203-230 (includes comments).

Luborsky, L. et al. (2002). The dodo bird verdict is alive and well—mostly. *Clinical Psychology: Science and Practice*, 9, 2-34 (includes the comments on the article).

DeRubeis, R. J., Brotman, M. A., & Gibbons, C. J. (2005). A conceptual and methodological analysis of the nonspecifics argument. *Clinical Psychology: Science and Practice, 12*, 174-183 (includes comments on the article).

11/27

Dissemination

Norcross et al. Chapter 9, "Are efficacious laboratory-validated treatments readily transportable to clinical practice?"

Miller, W. R., Sorensen, J. L., Selzer, J. A., & Brigham, G. S. (2006). Disseminating evidence-based practices in substance abuse treatment: A review with suggestions. *Journal of Substance Abuse Treatment, 31*, 25-39.

Chorpita, B. F. et al. (2002). Toward large-scale implementation of empirically supported treatments for children: A review and observations by the Hawaii empirical basis to services task force. *Clinical Psychology: Science and Practice, 9*, 165-190 (includes comments on the article).

Stirman, S. W., Crits-Cristoph, P., & DeRubeis, R. J. (2004). Achieving successful dissemination of empirically supported psychotherapies: A synthesis of dissemination theory. *Clinical Psychology: Science and Practice, 11*, 343-367 (includes the comments on the article).

12/4

Culturally Sensitive Treatment, Training, and Policy Implications

Nagayama Hall, G. C. (2001). Psychotherapy research with ethnic minorities: Empirical, ethical, and conceptual issues. *Journal of Consulting and Clinical Psychology, 69*, 502-510.

Miranda, J., Bernal, G., Lau, A., Kohn, L., Hwang, W-C, & La Flamboise, T. (2005). State of the science on psychosocial interventions for ethnic minorities. *Annual Review of Clinical Psychology, 1*, 5.1-5.30.

Calhoun, K. S., Moras, K., Pilkonis, P. A., & Rehm, L. P. (1998). Empirically supported treatments : Implications for training. *Journal of Consulting and Clinical Psychology, 66*, 151-162.

Peterson, D. R. (2004). Science, scientism, and professional responsibility. *Clinical Psychology: Science and Practice, 11*, 196-224 (includes the comments on the article).

Beutler, L. E. (2000). David and Goliath: When empirical and clinical standards of practice meet. *American Psychologist, 55*, 997-1007.

12/11

Final Exams, no class (but see exception under Course Activities and Requirements)

792
Psy 714
Topics in Forensic Psychology

Summer 2004
Neuropsychology

Instructor: David Marcus, Ph.D.
Office: 327 AB IV

Phone: 294-3601
Office Hours: TBA

COURSE OBJECTIVES:

1. To develop an understanding of brain-behavior relationships, especially higher cortical functions.
2. To develop an understanding of some of the most common neurological syndromes and the ways in which brain dysfunction is manifested cognitively, affectively, and behaviorally.
3. To begin to become familiar with some of the psychological tests that have been developed to assess neuropsychological disorders.
4. To begin to appreciate the issues that must be considered when making a differential diagnosis between psychiatric and neuropsychological disorders.

Course Outline and Reading List

Required Text

Heilman, K. M., & Valenstein, E (Eds.). (2003). *Clinical neuropsychology* (4th ed.). New York: Oxford University Press.

Lezak, M. D. (1995). *Neuropsychological assessment* (3rd edition). New York: Oxford University Press.

Webpage

This address is for the Harvard Whole Brain Atlas—it has images of every brain structure from every angle, for both normal and pathological brains. Bookmark it and refer to it often:
<http://www.med.harvard.edu/AANLIB/home.html>

Schedule (open to modification)—L refers to Lezak; HV refers to Heilman & Valenstein, other readings should be available as electronic reserve (password **neuro**)

6/3—Introduction—History and Conceptual Overview

L--Chpt 1, 2, & 4

HV--Chpt 1

White, R. F., & Rose, F. E. (1997). The Boston process approach: A brief history and current practice. In G. Goldstein & T. M. Incagnoli (Eds). *Contemporary approaches to neuropsychological assessment* (pp. 171-211). Plenum Press.

6/10–The structures and functions of the brain

L--Chpt 3

6/17–Aphasia and other language disturbances

L--pp. 193-200,

Chpt 13 [you can skip the descriptions of the various tests and batteries, **except** for the following tests: BDAE, Token Test, BNT, Vocabulary (from WAIS), PPVT]

HV–Chpt 2, 5, & 6

Damasio, A. R., & Damasio, H. (2000). Aphasia and the neural basis of language. In M. M. Mesulam (ed.) *Principles of behavioral and cognitive neurology* (pp. 294-315). Oxford.

6/24–Agnosia and Apraxia

Sacks Chpt 1–“The man who mistook his wife for a hat”

L--pp. 385-417 [you can skip the descriptions of the specific tests, **except** for the following tests: Test of Visual Neglect, LB, Counting Dots, Test of Facial Recognition, HOVT]

Chpt 14 [skip the specific tests except for: Bender-Gestalt, CFT, all of the free drawing tests, Block Design & Object Assembly (from WAIS)]
pp. 676-685

HV–Chpt 8, 11 & 12

7/1–Some miscellaneous disorders

HV–Chpt 9, 10, 13

7/8–Midterm

7/15--Amnesic Disorders

Sacks Chpt 2–“The lost mariner”

L--pp. 250-267,

Chpt 11 [skip the specific tests except: Brown-Peterson technique, AVLT, CVLT, PAL, LM-O & LM-R, CFT, BVRT, Facial Recognition Test]

Chpt. 12 [skip the specific batteries & questionnaires except the WMS]

W&D pp. 100-102, 198-212, 367-376

HV-Chpt 18

Markowitsch, H. J. (2000). Memory and amnesia. In M. M. Mesulam (ed.) *Principles of behavioral and cognitive neurology* (pp. 257-293). Oxford.

7/22-Closed Head Injury and Frontal Lobe Damage

L--pp. 171-193, 272-274,
Chpt 15 [skip the specific tests except for Similarities (from WAIS), RPM, WCST, Comprehension, Picture Completion, Picture Arrangement, & Arithmetic (from WAIS) pp. 650-676

HV-Chpt 15

Stuss, D. T., & Levine, B. (2002). Adult clinical neuropsychology: Lessons from studies of the frontal lobes. *Annual Review of Psychology*, 53, 401-433. [available as an electronic journal]

7/29-Dementia

pp. 200-250
Chpt 9 [skip the specific tests except: Temporal Orientation Test, Digit Span (from WAIS), Corsi Block, Mental Control, PASAT, Stroop, Digit Symbol, TMT 725-730 (skim) , 736-751

HV-Chpt 19

Mesulam, M. M. (2000). Aging, Alzheimer's Disease, and dementia. In M. M. Mesulam (ed.) *Principles of behavioral and cognitive neurology* (pp. 439-522). Oxford.

8/4-Final Exam

Course Requirements

This course will have a midterm and a final, each of which will count for 50% of your final grade. Both exams will be a mix of short answers and essays. There is also the option of term paper for anyone who does not want their grade to be based on just two tests. If a student opts for the term paper, then the paper and each exam will count 1/3. As usual, please come to class having read the material and prepared to discuss it--you don't want to hear me lecture for 3 hours each class!

Note: Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.

Please read your assignments in advance of each class. I will assume that you have, and that you already know what material is causing you grief. I'll seek to reinforce and amplify, not duplicate, our reading's coverage.

Students with a disability that affects their academic performance are expected to arrange a conference with me so that appropriate strategies can be considered to ensure that opportunities for participation and achievement are not impaired.

Finally, welcome! As a summer offering, this course is a novel experience for all of us. As a result, the syllabus—particularly our exam schedule—is open to modification as our progress through the course takes shape.

Additional Readings (on electronic reserve at <http://eres.shsu.edu/>)

- Wilkinson, L., & Task Force on Statistical Inference. (1999). Statistical methods in psychology journals: Guidelines and explanations. *American Psychologist, 54*, 594-604.
- Kirk, R. E. (2001). Promoting good statistical practices: Some suggestions. *Educational and Psychological Measurement, 61*, 213-218.
- Cohen, J. (1992). A power primer. *Psychological Bulletin, 112*, 155-159.
- McClelland, G. H. (2000). Nasty data: Unruly, ill-mannered observations can ruin your analysis. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (pp. 393-411). Cambridge, England: Cambridge University Press.
- Wampold, B. E., & Freund, R. D. (1987). Use of multiple regression in counseling psychology research: A flexible data-analytic strategy. *Journal of Counseling Psychology, 34*, 372-382.
- Holmbeck, G. N. (1997). Toward terminological, conceptual, and statistical clarity in the study of mediators and moderators: Examples from the child-clinical and pediatric psychology literatures. *Journal of Consulting and Clinical Psychology, 65*, 599-610.
- Haase, R. F., & Ellis, M. V. (1987). Multivariate analysis of variance. *Journal of Counseling Psychology, 34*, 404-413.
- Betz, N. E. (1987). Use of discriminant analysis in counseling psychology research. *Journal of Counseling Psychology, 34*, 393-403.
- Tinsley, H. E. A., & Tinsley, D. J. (1987). Uses of factor analysis in counseling psychology research. *Journal of Counseling Psychology, 34*, 414-424.
- Russell, D. W. (2002). In search of underlying dimensions: The use (and abuse) of factor analysis in *Personality and Social Psychology Bulletin*. *Personality and Social Psychology Bulletin, 28*, 1629-1646

Multivariate Statistics

AB4 313, MW 4:30 –6:00

3 Hours of Academic Credit

Prof: Rowland Miller
E-mail: miller@shsu.edu

Office: AB4 329
Phone: 294-1176

Office hours: MW 2 – 3:30; other days and times by appointment

Text: Meyers, L. S., Gamst, G., & Guarino, A. J. (2006). *Applied multivariate research: Design and interpretation*. Thousand Oaks, CA: Sage.

Some additional assigned readings will also be available on Electronic Reserve from the Newton Gresham Library

Objectives

The course will provide an introduction to common multivariate statistical analyses and the software used to conduct them. Five analyses will be covered in sufficient detail to prepare you to interpret your own data in the future: multiple regression, logistic regression, discriminant analysis, multivariate analysis of variance, and exploratory factor analysis. As time permits, other analyses will be covered in sufficient detail to facilitate your understanding of their use in published articles: these may include path analysis, confirmatory factor analysis, and meta-analysis.

<u>Topic</u>	<u>Reading</u>	<u>Exam</u>
Intro: Multivariate Statistics are our friends	Chapters 1 & 2	
Data are our friends, too	3	
Multiple regression: The basics	4 pp. 147-177; 205-210; 213-217	1
More multiple regression	5	
Logistic regression	6	2
Discriminant analysis	7	
MANOVA	9 - 11	3
Exploratory factor analysis	12	
A glance at path analysis	pp. 585-610	4 Dec 13

Notes and News

The four exams will each comprise one-fourth of your course grade. The exams will include both conceptual inquiries and requests to interpret output from SPSS. A portion of each exam grade will also come from take-home computer assignments due on the exam day.

Please read your assignments in advance of each class. I will assume that you have, and that you already know what material is causing you grief. I'll seek to reinforce and amplify, not duplicate, our reading's coverage.

Class attendance is not required, but I hope you'll find it foolish to miss class, as interesting, testworthy things that are not in the book will be mentioned in every class.

The Small Print: SHSU proudly adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may adversely affect your work in this class, I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential, of course. However, no accommodation can be made until you register with the Counseling Center.

The University Code of Student Conduct and Discipline, Section 5.3, states that you are expected "to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity both in and out" of the classroom. Disciplinary action that will involve failure of, and expulsion from, our course will be initiated against any student accused of any form of academic dishonesty.

If you miss an exam in order to observe a religious holy day, I will happily provide you the exam on the following Friday at 2:00. However, University policy requires you to notify me in writing of your wish to be absent due to religious holy days. Please plan ahead, and, for more info on this and the other policies mentioned above, feel free to check out our official University guidelines at www.shsu.edu/syllabus.

You will be asked to provide a formal evaluation of me and my course near the end of the semester.

Visitors will ordinarily be welcome in our class as long as they are well-behaved, but please check with me before you bring visitors to class. I get to be the judge of who's well-behaved and who's not, and anyone (including you) who does not, in my judgment, display sufficient decorum and respect for others will be asked to leave the room.

*** I reserve the right to answer any phone that rings in this room. ***

Finally, I am substantially revising this course to serve you better. As a result, the syllabus – particularly our exam schedule – is open to modification as our progress through the course takes shape.

Readings for our First Unit

Statistics as Principled Argument

Kirk, R. E. (2001). Promoting good statistical practices: Some suggestions. *Educational and Psychological Measurement*, 61, 213-218.

Multiple Regression

Wampold, B. E., & Freund, R. D. (1987). Use of multiple regression in counseling psychology research: A flexible data-analytic strategy. *Journal of Counseling Psychology*, 34, 372-382.

Psychology 860
Forensic Assessment I
3 Credit Hours
Fall, 2007

Location: Psychological Services Center

Time: Monday, 6-9

Instructor:

Mary Alice Conroy, Ph.D., ABPP

Office Phone: 294-3806

E-Mail: maconroy@shsu.edu

Office: Psychological Services Center

Hours: 8-9 MTTh

Required Books

Melton, G. B., Petrila, J., Poythress, N. G., Slobogin, C., Lyons, P. M., Otto, R. K. (2007). *Psychological evaluations for the courts: A handbook for mental health professionals and lawyers* (3rd ed.). New York: The Guilford Press.

Course Description

The course is designed to introduce students to the literature on forensic assessment and the methods utilized in this endeavor. Ethics in forensic evaluation and the dilemmas encountered in dealing with the diverse criminal population are emphasized throughout the course. Students have the opportunity to observe and participate in actual forensic evaluations.

Course Objectives

1. To differentiate forensic assessment from other types of clinical evaluations and practice the thought processes necessary to this endeavor.
2. To provide an overview of the literature regarding forensic assessment, with special emphasis on assessments in the context of a diverse criminal population.
3. To familiarize students with specialty instruments utilized in forensic assessment.
4. To acquaint students with research methodology and problems unique to forensic assessment.
5. To prepare students to participate in criminal forensic assessments during practicum assignments and to consult with attorneys and the courts.

6. To analyze ethical dilemmas common to the forensic arena.

Schedule

The schedule outlined below is tentative and provided to assist you in planning your reading. Topics do not always fit neatly into 3 hour blocks, and the pace may be slowed or accelerated depending upon class response. You are strongly encouraged to begin reading immediately, as class sessions will be of limited value if you have not first read the material.

- Aug 27 What differentiates a forensic assessment? What competencies/credentials are needed?

Readings:

- Heilbrun, K., Marczyk, G., DeMatteo, D., & Mack-Allen, J. (2007). A principles-based approach to forensic mental health assessment: Utility and update. In A. M. Goldstein (Ed.) *Forensic psychology: Emerging topics and expanding roles* (pp. 45-72), NY: John Wiley & Sons.
- Heilbrun, K., Warren, J., & Picarello, K. (2003). Third party information in forensic assessment. In A. M. Goldstein (Ed.), *Handbook of psychology, volume 11, forensic psychology* (pp. 69-86), NY: John Wiley & Sons.
- Goldstein, A. (2003). Overview of forensic psychology. In A. M. Goldstein (Ed.), *Handbook of psychology, volume 11, forensic psychology* (pp. 3-20), NY: John Wiley & Sons.
- Grisso, T. (2003). *Evaluating competencies: Forensic assessments and instruments* (2nd ed.) (pp. 21-40). NY: Kluwer Academic/Plenum Publishers.
- Krauss, D. A., & Sales, B. D. (2003). Forensic psychology, public policy, and the law. In A. M. Goldstein (Ed.), *Handbook of psychology, volume 11, forensic psychology* (pp. 543-560), NY: John Wiley & Sons.

- Sept. 10-Sept. 17 Role of psychodiagnostics: Including analysis of psychological testing and assessment of malingering

Readings:

- Archer, R. P., Stredny, R. V., & Zoby, M. (2006). Introduction to forensic uses of clinical assessment instruments. In R. P. Archer (Ed.), *Forensic uses of clinical assessment instruments* (pp. 1-18). Mahwah, NJ: Lawrence Erlbaum Associates.
- Borum, R., & Grisso, T. (1995). Psychological test use in criminal forensic evaluations. *Professional Psychology: Research and Practice*, 26, 465-473.
- Erickson, S. K., Lilienfeld, S. O., & Vitacco, M. J. (2007). A critical examination of the suitability and limitations of psychological tests in family court. *Family Court Review*, 45(2), 157-174.
- Heilbrun, K. (1992). The role of psychological testing in forensic assessment. *Law and Human Behavior*, 16, 257-272.
- Greenberg, S. A., Shuman, D. A., & Meyer, R. G. (2004). Unmasking forensic diagnosis. *International Journal of Law and Psychiatry*, 27, 1-15.
- Grisso, T. (2003). *Evaluating competencies: Forensic assessments and instruments* (2nd ed.) (pp. 461-482). NY: Kluwer Academic/Plenum Publishers.
- Resnick, P. J. (1997). Malingered psychosis. In R. Rogers (Ed.), *Clinical assessment of malingering and deception* (pp. 47-67). New York: Guilford Press.
- Rogers, R. (2003). Evaluation of malingering and deception. In A. M. Goldstein (Ed.), *Handbook of psychology, volume 11, forensic psychology* (pp. 109-129). NY: John Wiley & Sons.

Sept. 24

Report writing/record keeping

Readings:

- Bush, S. S., Connell, M. A., & Denney, R. L. (2006). *Ethical practice in forensic psychology: A systematic model for decision making* (pp. 59-89). Washington, DC: American Psychological Association.
- Heilbrun, K. (2001). *Principles of forensic mental health assessment* (pp. 241-253). NY: Kluwer Academic/Plenum Publishers.

Weiner, I. B. (2006). Writing forensic reports. In I. B. Weiner & A. K. Hess (Eds.), *The handbook of forensic psychology* (3rd ed.) (pp. 631-651). New York: John Wiley & Sons.

Oct. 1-Oct. 8 Evaluating criminal competencies

Readings:

Melton et al. Chs. 6 & 7

Bonnie, R. (1992). The competence of criminal defendants. *Behavioral Sciences and the Law*, 10, 291-316.

Felthous, A. R. (Ed.). (2003). Competence to stand trial [Special issue]. *Behavioral Sciences and the Law*, 21(3).

Grisso, T. (2003). *Evaluating competencies: Forensic assessments and instruments* (2nd ed.) (pp. 69-148). NY: Kluwer Academic/Plenum Publishers.

Notsinger, S. G. (2001). Restoration of competency practice guidelines. *International Journal of Offender Therapy and Comparative Criminology*, 45(3), 356-362.

Skeem, J. L., & Golding, S. L. (1998). Community examiners' evaluations of competence to stand trial: Common problems and suggestions for improvement. *Professional Psychology: Research and Practice*, 29, 357-367.

Skeem, J. L., Golding, S. L., Cohn, N. B., & Berge, G. (1998). Logic and reliability of evaluations of competence to stand trial. *Law and Human Behavior*, 22, 519-547.

Siegel, A. M., & Elwork, A. (1990). Treating incompetence to stand trial. *Law and Human Behavior*, 14, 57-65.

Oct. 15-Oct. 22 Mental state at the time of the crime

Readings:

Melton et al. Ch. 8

Goldstein, A. M., Morse, S. J., & Shapiro, D. L. (2003). Evaluation of criminal responsibility. In A. M. Goldstein (Ed.), *Handbook of psychology, volume 11, forensic psychology* (pp. 381-406). NY: John Wiley & Sons.

Slovenko, R. (1999). The mental disability requirement in the insanity defense. *Behavioral Sciences and the Law, 17*, 165-180.

Zapf, P. A., Golding, S. L., & Roesch, R. (2006). Criminal responsibility and the insanity defense. In I. B. Weiner & A. K. Hess (Eds.), *The handbook of forensic psychology* (3rd ed.) (pp. 332-363). New York: John Wiley & Sons.

Oct. 29-Nov. 5 Risk assessment

Readings:

Banks, S., Robbins, P. C., & Silver, E. (2004). A multiple models approach to violence risk assessment among people with mental disorders. *Criminal Justice and Behavior, 31*, 324-340.

Claussen-Schultz, A. M., Pearce, M.W., & Schopp, R. F. (2004). Dangerousness, risk assessment, and capital sentencing. *Psychology, Public Policy, and Law, 10*, 471-491.

Conroy, M. A. (2003). Evaluation of sexual predators. In A. M. Goldstein (Ed.), *Handbook of psychology, volume 11, forensic psychology* (pp. 463-484). NY: John Wiley & Sons.

Douglas, K. S., & Webster, C. D. (1999). Predicting violence in mentally and personality disordered individuals. In R. Roesch, S. D. Hart, & J. R. P. Ogloff (Eds.), *Psychology and law: The state of the discipline* (pp. 175-239). NY: Kluwer Academic/Plenum Publishers.

Heilbrun, K. (1997). Prediction versus management models relevant to risk assessment: The importance of legal decision-making context. *Law and Human Behavior, 21*, 347-359.

Litwack, T. R. (2001). Actuarial versus clinical assessments of dangerousness. *Psychology, Public Policy, and Law, 7*, 409-443.

Monahan, J. (2003). Violence risk assessment. . In A. M. Goldstein (Ed.), *Handbook of psychology, volume 11, forensic psychology* (pp. 463-484). NY: John Wiley & Sons.

Quinsey, V. L., Harris, G. T., Rice, M. E., & Cormier, C. A. (2006). *Violent offenders: Appraising and managing risk* (Chs. 8-9). Washington, D. C.: American Psychological Association.

Rogers, R. (2000). The uncritical acceptance of risk assessment in forensic practice. *Law and Human Behavior*, *24*, 595-605.

Nov. 12-19

Sentencing/the death penalty

Readings:

Melton et al. Ch. 9

Ackerson, K. S., Brodsky, S. L., & Zapf, P. A. (2005). Judges' and psychologists' assessments of legal and clinical factors in competence for execution. *Psychology, Public Policy, and Law*, *11*, 164-193.

Bonnie, R. J. (1990). Dilemmas in administering the death penalty: conscientious abstention, professional ethics, and the needs of the legal system. *Law and Human Behavior*, *14*, 67-90.

Cunningham, M. D. (2006). Dangerousness and death: A nexus in search of science and reason. *American Psychologist*, *61*, 827-839.

Cunningham, M. D. (2006). Informed consent in capital sentencing evaluations: Targets and content. *Professional Psychology: Research and Practice*, *37*, 452-459.

Cunningham, M. D., Reidy, T. J., & Sorenson, J. R. (2005). Is Death Row obsolete? A decade of mainstreaming death-sentenced inmates in Missouri. *Behavioral Sciences and the Law*, *23*, 307-320.

Cunningham, M. D., & Goldstein, A. M. (2003). Sentencing determinations in death penalty cases. In A. M. Goldstein (Ed.), *Handbook of psychology, volume 11, forensic psychology* (pp. 407-436). NY: John Wiley & Sons.

Cunningham, M. D., & Reidy, T. J. (1998). Integrating base rate data in violence risk assessments at capital sentencing. *Behavioral Sciences and the Law*, *16*, 71-95.

- Cunningham, M. D., & Reidy, T. J. (2001). A matter of life or death: Special considerations and heightened practice standards in capital sentencing evaluations. *Behavioral Sciences and the Law*, 19, 473-490.
- Dekleva, K. B. (2001). Psychiatric expertise in the sentencing phase of capital murder cases. *Journal of the American Academy of Psychiatry and Law*, 29, 58-67.
- Foot, P. (1990). Participation by forensic psychiatrists in capital trials. In R. Rosner & R. Weinstock (Eds.), *Ethical practice in psychiatry and law: Critical issues in American psychiatry and the law* (pp. 207-217). NY: Plenum Press.

Nov. 26

Trial Consultation

- Drogin, E. Y., & Barrett, C. L. (2007). Off the witness stand: The forensic psychologist as consultant. In A. M. Goldstein (Ed.) *Forensic psychology: Emerging topics and expanding roles* (pp. 465-488), NY: John Wiley & Sons.
- Gottlieb, M. C. (2000). Consulting and collaborating with attorneys. In F. W. Kaslow (Ed.), *Handbook of couple and family forensics: A sourcebook for mental health and legal professionals* (pp. 491-506). New York, NY: John Wiley & Sons, Inc.
- Posey, A. M., & Wrightsman, L. S. (2005). *Trial consulting* (pp. 157-212). NY: Oxford University Press.

Dec. 3

Ethical Dilemmas in Forensic Assessment

Melton et al., Ch. 4

- Appelbaum, P. S. (1987). In the wake of *Ake*: The ethics of expert testimony in an advocate's world. *Bulletin of the American Academy of Psychiatry and the Law*, 15, 15-25.
- Bush, S. S., Connell, M. A., & Denney, R. L. (2006). *Ethical practice in forensic psychology: A systematic model for decision making*. Washington, DC: American Psychological Association.
- Brakel, S. J., Goldstein, D. S., & Wilson, R. M. (2004). The independent lawyer consultation: A practicum of ethics for the forensic mental health expert. *Journal of Psychiatry and Law*, 32, 169-189.

- Faust, D. (1993). Use and then prove, or prove and then use? Some thoughts on the ethics of mental health professionals' courtroom involvement. *Ethics and Behavior*, 3, 359-380.
- Golding, S. L. (1990). Mental health professionals and the courts: The ethics of expertise. *International Journal of Law and Psychiatry*, 13, 281-307.
- Hess, A. K. (1999). Practicing principled forensic psychology: Legal, ethical and moral considerations. In A. K. Hess & I. B. Weiner (Eds.), *The handbook of forensic psychology* (2nd ed.) (pp. 673-699). New York: John Wiley & Sons.
- Ogloff, J. R. P. (1999). Ethical and legal contours of forensic psychology. In R. Roesch, S. D. Hart, and J. R. P. Ogloff (Eds.) *Psychology and law: The state of the discipline* (pp. 403-422). NY: Kluwer Academic/Plenum Publishers.
- Shapiro, D. L. (1999). *Criminal responsibility evaluations: A manual for practice* (pp. 9-28). Sarasota, FL: Professional Resource Press.
- Weissman, H. N., & DeBow, D. M. (2003). Ethical principles and professional competencies. In A. M. Goldstein (Ed.), *Handbook of psychology, volume 11, forensic psychology* (pp. 33-53). NY: John Wiley & Sons.

Dec. 10

FINAL

Attendance Policy

Regular and punctual class attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a major portion of the learning objectives will be met through class discussion.

Course Requirements and Grading

1. 30% of your grade will be based on a research paper to investigate some area of forensic assessment. The paper for this semester should take the form of a literature review, with the idea that you will revise it, develop hypotheses, and design a research project on the issue for Forensic Assessment II. The paper should be prepared in APA format. The exact topic is your choice; however, to assure it is truly a study of a reasonably circumscribed area of forensic assessment, I would like each student to discuss their topic with me prior to Sept. 28th. The final paper is due Nov.

19th; half a letter grade will be deducted for late papers; papers will not be accepted after Nov. 26th.

2. 30% of your grade will be based on the final examination. It will be essay and will be designed to determine if you have processed the major issues.
3. 30% of your grade will be based upon three reports you will be required to construct based upon video tapes and information provided in class. You will have one week to complete each of these reports.
4. 10% of your grade will be based upon class participation. Class attendance is required and you are expected to come prepared to discuss materials in the assigned reading.
5. Every effort will be made to allow each of you the opportunity to participate in a forensic assessment during the semester. This will prepare you for future practicum work and provide material for future mock trial exercises.

Professionalism

Attendance, punctuality, adherence to ethical standards, and the quality of your interactions with colleagues and supervisors all determine your level of professionalism, which in turn signals your readiness to advance to greater participation in forensic evaluations.

Instructor Evaluations

Each student will be asked to complete two course/instructor evaluation forms toward the end of the semester. One is the IDEA form required by the university; the other is a form created specifically to evaluate classes in the doctoral program. This instructor takes these evaluations very seriously and constructive criticism is appreciated. Changes in class format and techniques are regularly made in response to student comments.

Academic Dishonesty

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism collusion, or abuse of resources. During this course you will be involved in forensic evaluations and be privy to very sensitive material. Careful compliance with all ethical standards pertaining to confidentiality is essential. Substantiation of any unethical

conduct would result in a failing grade.

Americans with Disabilities Act

It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with the instructor so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may adversely affect your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I may best help you. All disclosures of disabilities are kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

Religious Holidays

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a)(2) defines religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. . . .” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after that absence.

University policy 861001 provides the procedures to be followed by the student and the instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to the instructor a written statement concerning the religious holy day(s). The instructor will negotiate with the student how any missed work can be achieved.

Visitors in the Classroom

Given the highly confidential and sensitive materials discussed in class, visitors not assigned to the Psychological Services Center and/or registered for the class will not be allowed.

Required Supplies

Students are required to purchase the course text book.

Classroom Rules of Conduct

To avoid disruption, all students are expected to appear for class in a timely manner. All cell phones, pagers, etc. should be turned off during class.

FORENSIC ASSESSMENT II

Psychology 861
Spring, 2008

Mary Alice Conroy, Ph.D.
Phone: 294-3806
E-Mail: maconroy@shsu.edu

Office: Psychological Services Center
Office hours: 2-5:00 MW (PSC)

Required Text

Melton, G. B., Petrila, J., Poythress, N. G., & Slobogin, C. (2007). *Psychological evaluations for the courts: A handbook for mental health professionals and lawyers* (3rd ed.). New York: The Guilford Press.

Course Objectives

1. To provide an overview of the literature regarding forensic assessment, with special emphasis on issues relating to civil forensic practice.
2. To familiarize students with appropriate roles for the advocate, the consultant and the independent expert in forensic practice.
3. To continue an examination of research methodology and its pitfalls in investigating and guiding forensic assessment.
4. To prepare students for functioning as expert witnesses.
5. To provide students with a solid foundation in the ethics of forensic practice.

Course Description

The schedule outlined below is tentative and provided to assist you in planning your reading. Topics do not always fit neatly into 3 hour blocks, and the pace may be slowed or accelerated depending upon class response. You are strongly encouraged to begin reading immediately, as class sessions will be of limited value if you have not first read the material.

Jan. 28 Child Custody
(Special guest speaker will be Michael C. Gottlieb, Ph.D.)

Readings:

Melton et al., Ch 16

American Psychological Association. (1994). Guidelines for child custody evaluations in divorce proceedings. *American Psychologist*, 49, 677-680. (Also available online)

Association of Family and Conciliation Courts. (2006). Model standards of practice for child custody evaluation. (www.afccnet.org/resources/standards_practice.asp).

Feb. 4

Civil Commitment

(We will take this opportunity to review the final exam example from forensic Assessment I [David Rule])

Readings:

Melton et al., Ch. 10

Mrad, D. F. & Nabors, E. (2007). The role of the psychologist in civil commitment. In A. M. Goldstein (Ed.), *Forensic psychology: Emerging topics and expanding roles* (pp. 232-259). Hoboken, NJ: John Wiley & Sons, Inc.

_____. (2007). Community treatment orders [Special Issue]. *International Journal of Law and Psychiatry*, 29(6).

Swanson, J. W., Borum, R., Swartz, M. S., Hiday, V. A., Wagner, H. R., & Burns, B. J. (2001). Can involuntary outpatient commitment reduce arrests among persons with severe mental illness? *Criminal Justice and Behavior*, 28, 156-189.

Winick, B. J. (2001). The civil commitment hearing: Applying the law therapeutically. In L. E. Frost & R. Bonnie (Eds.), *The evolution of mental health law* (pp. 291-308). Washington, DC: APA.

Feb. 11

Civil Competencies

Readings:

Melton et al., Ch. 11

Drogin, E. Y., & Barrett, C. L. (2003). Substituted judgment: Roles for the forensic psychologist. In A. M. Goldstein (Ed.), *Handbook of psychology, volume 11, forensic psychology* (pp. 301-312), NY: John Wiley & Sons.

- Moye, J., Karel, M. J., & Armesto, J. C. (2007). Evaluating capacity to consent to treatment. . In A. M. Goldstein (Ed.), *Forensic psychology: Emerging topics and expanding roles* (pp. 260-293). Hoboken, NJ: John Wiley & Sons, Inc.
- Parry, J., & Drogin, E. (2001). Civil law handbook on psychiatric and psychological evidence and testimony (pp. 87-134). Washington, DC: American Bar Association.
- Slovenko, R. (2006). Civil competency. In I. B. Weiner & A. K. Hess (Eds.), *The handbook of forensic psychology* (3rd ed., pp. 190-210), NY: John Wiley & Sons.

Feb. 18

Evaluating Juveniles

Readings:

Melton et al. Ch 14

- Borum, R. (2006). Assessing risk for violence among juvenile offenders. In S.N. Sparta & G. P. Koocher (Eds.), *Forensic mental health assessment of children and adolescents* (pp. 190-202). NY: Oxford University Press.
- Borum, R., & Grisso, T. (2007). Developmental considerations for forensic assessment in delinquency cases. In A. M. Goldstein (Ed.), *Forensic psychology: Emerging topics and expanding roles* (pp. 553-570). Hoboken, NJ: John Wiley & Sons, Inc.
- Feld, B. C. (2000). Juvenile waiver of legal rights: Confessions, Miranda, and the right to counsel. In T. Grisso & R. G. Schwartz (Eds.), *Youth on trial: A developmental perspective on juvenile justice* (pp.105-138). Chicago: University of Chicago Press.
- Grisso, T. (1998). *Forensic evaluation of juveniles* (chs 6-7). Sarasota, FL: Professional Resource Press.
- Kruh, I. P., & Brodsky, S. L. (1997). Clinical evaluations for transfer of juveniles to criminal court: Current practices and future research. *Behavioral Sciences and the Law*, 15, 151-166.

Otto, R. K., & Goldstein, A. M. (2005). Juvenile competence to confess and competence to participate in the juvenile justice process. In K. Heilbrun, N. E. S. Goldstein, & R. E. Redding (Eds.), *Juvenile delinquency: Prevention, assessment, and intervention*. Oxford: Oxford University Press.

Salekin, R. T., & Grimes, R. D. (2008). Clinical forensic evaluations for juvenile transfer to adult criminal court. In R. Jackson (Ed.), *Learning forensic assessment* (pp. 313-346). NY: Routledge.

Feb. 25

Profiles/Evaluating Framework

Readings:

Raeder, M. S. (1997). The better way: The role of batterers' profiles and expert "social framework" background in cases implicating domestic violence. *University of Colorado Law Review*, 68, 147.

Monahan, J., & Walker, L. (1998). *Social science in law: Cases and materials* (4th ed., pp. 439-477). Westbury, NY: The Foundation Press.

Boesch, L. E., Sales, B. D., & Koss, M. P. (1998). Rape trauma experts in the courtroom. *Psychology, Public Policy, and Law*, 4, 414-432.

Law Enforcement Evaluations

Borum, R., Super, J., & Rand, M. (2003). Forensic assessment for high risk occupations. In A. M. Goldstein (Ed.), *Handbook of psychology, volume 11, forensic psychology* (pp. 133-147), NY: John Wiley & Sons.

Scriver, E. (2006). Psychology and law enforcement. In I. B. Weiner & A. K. Hess (Eds.), *The handbook of forensic psychology* (3rd ed., pp. 534-551), NY: John Wiley & Sons.

Mar. 3

Personal Injury

Readings:

Melton et al., Ch. 12

Greenberg, S. A. (2003). Personal injury examinations in torts for

Melton et al., Chapter 15

Ayoub, C., & Kinscherff, R. (2006). Forensic assessment of parenting in child abuse and neglect cases. In S.N. Sparta & G. P. Koocher (Eds.), *Forensic mental health assessment of children and adolescents* (pp. 330-341). NY: Oxford University Press.

Bruck, M., Ceci, S. J., & Hembrooke, H. (1998). Reliability and credibility of young children's reports. *American Psychologist, 53*, 136-151.

Foote, W. E. (2006). Psychological evaluation and testimony in cases of clergy and teacher sex abuse. In A. M. Goldstein (Ed.), *Forensic psychology: Emerging topics and expanding roles* (pp. 571-604). Hoboken, NJ: John Wiley & Sons, Inc.

Kuehnle, K., & Sparta, S. N. (2006). Assessing child sexual abuse Allegations in a legal context. In S.N. Sparta & G. P. Koocher (Eds.), *Forensic mental health assessment of children and adolescents* (pp. 129-148). NY: Oxford University Press.

London, K., Bruck, M., Ceci, S. J., & Shuman, D. W. (2005). Disclosure of child sexual abuse: What does the research tell us about the way children tell? *Psychology, Public Policy, and Law, 11*, 194-226.

Condie, L. O., & Condie, D. (2006). Termination of parental rights. In A. M. Goldstein (Ed.), *Forensic psychology: Emerging topics and expanding roles* (pp. 294-330). Hoboken, NJ: John Wiley & Sons, Inc.

Sparta, S. (2003). Assessment of childhood trauma. In A. M. Goldstein (Ed.), *Handbook of psychology, volume 11, forensic psychology* (pp. 209-231), NY: John Wiley & Sons.

Committee on Professional Practice and Standards (1999). Guidelines for psychological evaluations in child protection matters. *American Psychologist, 54*, 586-593. (Also available online)

Mar. 31

Expert Witness Testimony

Readings:

Melton et al., pp. 526-546

Bank, S. C., & Packer, I. K. (2006). Expert witness testimony: Law, ethics, and practice. In A. M. Goldstein (Ed.), *Forensic psychology: Emerging topics and expanding roles* (pp. 421-445). Hoboken, NJ: John Wiley & Sons, Inc.

Lubet, S. (1998). *Expert testimony: A guide for expert witnesses and the lawyers who examine them* (pp. 51-134). Chicago, IL: National Institute for Trial Advocacy.

Malone, D. M., & Zwier, P. J. (2000). *Effective expert testimony* (pp. 143-208). Notre Dame, IN: National Institute for Trial Advocacy.

Heilbrun, K. (2001). Testifying effectively. In K. Heilbrun, *Principles of forensic mental health assessment* (pp. 255-282.) NY: Kluwer Academic/Plenum Publishers.

Hess, A. K. (2006). Serving as an expert witness. In I. B. Weiner & A. K. Hess (Eds.), *The handbook of forensic psychology* (3rd ed., pp. 652-697), NY: John Wiley & Sons.

Apr. 7

Ethical Dilemmas

Readings:

Melton et al., Ch. 4

Koocher, G. P. (2006). Ethical issues in forensic assessment of children and adolescents. In S.N. Sparta & G. P. Koocher (Eds.), *Forensic mental health assessment of children and adolescents* (pp. 46-63). NY: Oxford University Press.

Oberlander, L. B. (1995). Ethical responsibilities in child custody evaluations: Implications for evaluation methodology. *Ethics and Behavior*, 5, 311-332.

FINAL

(will be distributed and is due no later than May 5, 2008)

Apr. 14-May 5

*** MOCK TRIALS ***

(will meet in the Courtroom of the CJ Center)

Attendance Policy

Regular and punctual class attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a major portion of the learning objectives will be met through class discussion.

Course Requirements and Grading

1. 30% of your grade will be based upon a final examination. This will be take-home and you will be expected to apply everything you have learned about forensic assessment to date.
2. 30% of your grade will be based on a research proposal that you are to develop based upon the literature review you did during Forensic Assessment I. This is expected to be a polished product that could be used as a thesis/dissertation proposal. The paper should be prepared in APA format. Although you are not required to conduct the research, it is expected that the project would be practical in your current environment and a suitable population potentially available. Papers may be submitted to me by e-mail. The final product is due April 21, 2008; half a letter grade will be deducted for late papers; papers will not be accepted after April 28, 2008.
3. 30% of your grade will be based on your participation in mock trials to be conducted at the end of the semester. These will involve the participation of both real and mock attorneys. Cases used will be sanitized versions of forensic evaluations you have actually conducted. Your grade will be based upon the effort you put forth and your understanding of the basic principles of expert testimony.
4. 10% of your grade will be based upon class participation. Class attendance is required and you are expected to come prepared to discuss materials in the assigned readings.

Professionalism

Attendance, punctuality, adherence to ethical standards, and the quality of your interactions with colleagues and supervisors all determine your level of professionalism, which in turn signals your readiness to advance to greater participation in forensic evaluations.

Instructor Evaluations

Each student will be asked to complete a course/instructor evaluation form toward the end of the semester. This instructor takes these evaluations very seriously and constructive criticism is appreciated. Changes in class format and techniques are regularly made in response to student comments.

Academic Dishonesty

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty. During this course you will be involved in forensic evaluations and be privy to very sensitive material. Careful compliance with all ethical standards pertaining to confidentiality is essential. Substantiation of any unethical conduct would result in a failing grade.

Americans with Disabilities Act

It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with the instructor so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may adversely affect your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I may best help you. All disclosures of disabilities are kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

Religious Holidays

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a)(2) defines religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. . . .” A student whose absence is excused under this subsection may not be

penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after that absence.

University policy 861001 provides the procedures to be followed by the student and the instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to the instructor a written statement concerning the religious holy day(s). The instructor will negotiate with the student how any missed work can be achieved.

Visitors in the Classroom

Given the highly confidential and sensitive materials discussed in class, visitors not assigned to the Psychological Services Center and/or registered for the class will not be allowed.

Required Supplies

Students are required to purchase the course text book.

Classroom Rules of Conduct

To avoid disruption, all students are expected to appear for class in a timely manner. All cell phones, pagers, etc. should be turned off during class.

